

No case for sudden or draconian measures

Reports that the Government are planning sweeping rises in fees for students in higher education need to be treated with caution. There seems no doubt that increases are on the way, nor yet that there has been a discussion of penal rises. But it could well be that some of the proposals are an ulterior motive—some people may believe that, by spreading scare stories, they will succeed in heading the Government off; others, on the Government side, may find it convenient to circulate exaggerated forecasts so that smaller rises, when announced at the end of July, will appear modest by comparison.

This government can have no interest in provoking sudden rises in prices. The finance of higher education depends on preserving a measure of stability; universities and colleges are not immune from the institutional need for stability. It only for this reason, the reports of an increase in fees of the order of four to five times their present levels, would be profoundly disturbing. But the consequences of such a measure would also have particularly unfortunate side effects which the public expenditure hawks would do well to consider before they accept the simple *prima facie* case for raising students' fees to pay for the courses they pursue.

The *prima facie* case is simple: actual fees paid bear little relation to actual costs incurred. No fees must be increased. In fact, the result of balancing what appears to be a simple equation would be to increase, merely a book transfer—central authorities must refund to money they have asked the extra pay out. But some categories of students would be hard hit: post-graduate students, undergraduates receiving partial awards and some of them might be unable to finish their studies; others could not afford to begin. Overseas students are clearly the main target, but they are not the only ones who could get hurt.

If there is to be a policy of keeping the numbers of overseas students within limits, would be much better to use quotas rather than the full range of welfare rights and benefits? It would surely be nonsense to say that they should advise only on this one thing.

There is the whole question of whether the date on which pupils can legally leave school should be the qualifying date for supplementary benefit, as it so happens it is. For those who are sixteen already, society has parents' duty to support them until they are able to leave school? Would it be reasonable to expect that some of the interim period should be allowed for holidays or job hunting?

There are also a whole range of arguments, again of an indefinable nature, about the extent to which the earlier leaving date combined with job seeking encourages young people to leave earlier, when they otherwise would, thereby putting off the date of their leaving school. There is, after all, a little debate about the desirability of the few jobs available. Is this factor stronger or weaker than the desire for qualifications which are valued currency in the job market?

These are the potential implications of the Act. It is a pity that they are not much more fully considered before this brief, and little-debated measure is hurried through. There is, after all, not likely to be another chance to consider it.

Too many loose ends

Sound and fury over apparent anomalies in the Education Act (school-leaving dates) may be useful to the Opposition, when as they were this week to find ways of spinning out the debate on Mr. Mulley's other education Bill thereby jamming the Parliamentary timetable as much as possible—it has not a great deal of substance.

The anomaly of fifteen-year-old school leavers being eligible for work but not for supplementary benefits when sixteen-year-olds can claim if they cannot find a job, while it may be regarded as unsatisfactory, is not some new injustice introduced by the Act. What the Act has done, in bringing forward the leaving date for those who will be sixteen before the end of September, is to reduce the period in which it is possible to fall between two stools and thereby to increase the numbers to whom it applies. Those who left school at the end of the summer term but who were not yet sixteen were faced with this gap before.

The questions are not then ones of sloppy drafting or legal anomalies. They are broader and vaguer. Schools are being blamed for misapplying the legislation, for not ensuring young people of their eligibility for benefits for an extended period. But is it fair to lay upon schools the responsibility for this?

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Letters to the Editor

So, what rights do we have?

Sir—R. G. Wallace's article "A choice myth" (May 21) refers to the principle laid down in the 1944 Act of "parental responsibility to ensure that children are efficiently educated". With other parents I have been trying to exercise this responsibility in an important matter: the choices offered for the fourth and fifth years in our local comprehensive.

The main issue is the restricted number of O level courses: it is impossible to take three full sciences to O level, so there is in effect, a bar to medicine and other professions and curial opportunities in science.

Only seven subjects can be taken, one of which must be a "creative" study (typing, metalwork, etc.) and is non-academic. Two full sciences and two languages are impossible, as pupils must choose now what they want to do at A level.

This, we are told, is to avoid premature specialization, but this is indeed what they will be doing. Parents are rightly incensed that the choices offered are worse than those in other schools in the area, and that pupils with a very wide ability range are being forced to follow the same restricted timetable. There is little evidence of education according to age, ability and aptitude.

A written complaint by a parent to the local authority produced the answer that the head was submitting a report on the matter to the governors' meeting in June, and that nothing could be done at the moment. I received a similar answer to a phoned inquiry.

A few days later, the parent was informed by letter that the scheme was being backed by the committee. Our latest information is that the governors. This is in spite of letters to the press and personal objections of many parents to the head and the I.E.A.

CSE boards rest their case on the 16-plus

Sir—May I, through the columns of your paper, deal briefly with some of the major criticisms which have been made in the past few months of certain aspects of the JESB proposals for 16-plus exams?

Standing Conference of the views of the Standing Conference since they reported the opinion of all CSE boards which are now responsible for the major share of the examining of pupils at 16-plus and because they have been involved in all the feasibility studies.

Feasibility studies: It is argued that the very extensive feasibility studies were inconclusive and that further, even more detailed studies are needed. All this striving for perfection is no more than a device for securing the indefinite postponement of the introduction of a new system. Existing exams, whether CSE or GCE, are by no means perfect and they have seldom been subjected to the sort of scrutiny which, quite properly, was given to the feasibility studies.

The way forward has been shown in those consortia where joint exams have been developed from the feasibility studies, whose work on remedying the defects of the early exams is continuing and whose interest and enthusiasm generated by the studies is being given a full opportunity for practical expression.

In a consortium alone nearly 70,000 candidates are taking joint exams in 1976 and 100,000 are expected in 1977. If the studies had been unsatisfactory at home, critics have maintained these joint Standards. A single system of exams with a system not a single exam would, it is argued, be a lowering of standards for the most able and an exam which is too difficult for the least able.

But there is criticism which could be levelled at existing O level and CSE examinations. O level falls to be levelled at existing O level and CSE examinations. O level falls to be levelled at existing O level and CSE examinations. O level falls to be levelled at existing O level and CSE examinations.

Paulo Freire: at odds with the oppressors

Sir—I was disappointed to find at the end of "Lions to eat people" (Break, May 28) on Paulo Freire's leading paragraph: "Truly, it would be better for a camel to pass through the eye of a needle than for an educated radical to break free from the oppressors to join the oppressed."

If the writer is seriously implying some kind of alliance between Freire, the educated radical, and the oppressors, let him consider the likely consequence for Freire if he returned to Chile or Brazil.

His past work in these two countries in the service of an exploited peasantry has not endeared him to their oppressors. I do not imagine he would survive for long in countries where the practice

More letters pages 16, 17



The consumers of Tameside: the first public meeting of the Parents Action Group at Duckinfield Town Hall last Friday.

Tameside flout government

by Philip Venning

Mr Fred Mulley, the Education Secretary, is likely to decide today or early next week whether to intervene in Tameside where Tory plans to keep grammar schools are still going ahead.

Today is also the closing date for applications from parents of Tameside's 3,000 11-year-olds for 240 places in two grammar schools that were to become sixth form colleges. The assessment process planned by the council will start straight away.

On Wednesday Mr Mulley and a high-powered delegation from the Department of Education and Science, including Mr Gerry Lawson and Miss Margaret Jackson, the junior ministers, and five officials met four representatives from Tameside in the House of Commons.

The Tameside group consisted of Mr Colin Grantham, council leader, Mr Donald Thorpe, chairman of the education committee, the chief executive and the chief education officer.

The councillors met Mr Mulley barely 12 hours after Tameside council had formally agreed to the Tories plan to keep grammar schools.

Three weeks ago the newly-elected council threw out the Labour plan for a changeover to comprehensives in September. But Mr Mulley said that he could not

intervene, under section 68 of the 1944 Education Act, until the council had approved an alternative. This they did on Tuesday night, by 27 votes to 22, after a long and angry debate. Under the plan, children will go to the schools to which they were originally allocated, irrespective of their ability, unless their parents object. Those who wanted to change the allocation had until today to appeal.

Details of the plan were put to Mr Mulley by the Tameside delegation and he is now considering action. After the meeting, which was described as "cordial", Mr Grantham said that he did not think there was room for compromise. They had not put any new proposals to Mr Mulley, and he had given no indication of what he thought of the plan. If he tried to intervene under section 68, he would have to justify his action legally.

Mr Mulley said he could not make a snap decision, but "one thing we did agree was that we need to get on with the arrangements for next September as rapidly as possible".

One of the issues he would be examining was whether there was any need for the authority to publish section 13 notices if there was a significant change in the character of any of the schools. But it was up to them to decide.

This was unlikely to be a prime consideration. More important was

the character of the scheme they put forward which was "to say the least unusual".

Mr Mulley also pointed out that the previous Labour council had acted perfectly properly in sending out the allocations for September in the first week of May, even though local elections were imminent. This was the usual date for allocations in the area to be sent out.

Chaseville applications from Tameside parents for the 240 new grammar school places have been pouring in. By midweek nearly 1,000 had been received at the offices in Ashton-under-Lyne used as an alternative education office while council workers at Duckinfield town hall boycotted the scheme.

To choose which children are successful, the council are setting up a panel of 12 teachers who have not joined the disputes procedure invoked by the National Union of Teachers and the National Association of Schoolmasters and the National Association of Head Teachers. The precise method of assessment is not clear, but it appears that the teachers will use primary school record cards.

Mr Grantham said that in the past only 16 teachers had been used for deciding secondary school placements. Mr Thorpe said that if they considered the method unfair they would not have used it.

Fees decision won't wait

The Government are to decide whether to raise tuition fees in higher education without waiting for a report from university vice-chancellors due next week.

The Vice-Chancellors' Committee expects to complete the report on fees by next Friday, but the Government will make up their mind within the next few days.

On Tuesday, Mr Evan Luard, Under-Secretary at the Foreign and Commonwealth Office, told Mr Anthony Kershaw, Conservative MP for Stroud, that a decision would be taken very quickly. He could not wait for the vice-chancellors' report.

Mr Kershaw led a delegation to the United Kingdom Council for Overseas Student Affairs. The council are concerned over how the proposed five-fold increase in fees will affect foreign postgraduate students.

Commonwealth high commissioners are also upset at the prospect of a huge rise. Fifteen high

MPs likely to slam DES secrecy

The group of MPs who have been investigating the Department of Education and Science are likely to report next month that planning for the future of education is badly organized, too secretive and conducted with too narrow a focus.

This would confirm many of the findings of the Organization for Economic Cooperation and Development who last year criticized DES officials and planning.

A member of the education and sub-committee of the Commons Education Committee said the report would question whether the DES should passively hold the ring for the various competing interest groups, such as local authorities and teacher unions. Instead it will suggest that they should be consulted and actively involved in a planning body.

The report is likely to single out inadequate planning for the 16 to 19s, the apparent arbitrariness of the decision to allocate students to polytechnics and universities on a 30:50 basis. It will also criticize the DES's unwillingness to reveal the forms of consultation used before the 1972 White Paper.

The committee's report will be one of the first documents to land on the desk of Mr J. A. Hamilton, new permanent secretary of the DES. MPs hope he will be more flexible than his predecessor, Sir William Pitt, who has moved to the Board of Inland Revenue.

Times Higher Education Supplement.

Race: police face 'violent opposition'

Relations between police and black youths are often bad, and there is a growing tendency for groups of black people to "react in violent opposition to police officers' carrying out their lawful duties", according to Sir Robert Mark, the Metropolitan Police Commissioner, whose annual report is published this week.

On the bright side, painstaking efforts have greatly improved relations

between some police divisions and black youths previously hostile and suspicious.

The work of the juvenile bureau is currently being evaluated, says the report. "This is particularly important in view of the high level of juvenile crime and the heavy case loads being carried by juvenile bureau officers."

The report of the Commissioner of the Metropolitan Police for the Year 1975, HMSO Command 6496.

Mulley's advisers snub DES over training cuts

by Stephen Cohen

The Department of Education's proposal for a 48 per cent cut in teacher training places was thrown out by the Advisory Committee on the Supply and Training of Teachers this week. Instead the committee decided to advise Mr Mulley, the Education Secretary, to go for a 35 per cent reduction.

Officials from the Department wanted to allow only 12,000 students into colleges next September. Last year 23,000 were admitted. However the committee opted for 15,000 places after pressure from the National Union of Teachers and from representatives of the training colleges.

The Department said in a note to the committee that it would be "imprudent" to authorize more than 12,000 students. Any reduction on that figure would mean closing more colleges. A higher figure would only worsen the employment prospects for teachers.

The NUT argued that 15,000 entrants would help keep colleges open and provide security for lecturers' jobs.

Mr Max Morris, an NUT representative on the committee, said it was a "victory for the profession". "The DES did not get away with their proposals," he said. "Their arguments did not satisfy the committee."

But Mr Terry Casey, general secretary of the National Association of Schoolmasters-Union of

Teachers in Knowsley are to take action against planned cuts in staffing. From June 14, teachers in 59 schools will refuse to cover for colleagues who are absent for more than three days. A total of 14 secondary schools and 44 primary schools will be affected.

The teachers say Knowsley authority will need to employ an extra 50 teachers in 1976-77 if existing staffing standards are to be maintained. But at present the authority's plans will mean a worsening of pupil-teacher ratios.

Knowsley teachers in protest

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Parliament

Ministers in firing line on jobs crisis

Ways of reducing the number of unemployed teachers and college leavers were suggested in the Commons this week in the course of exchanges with Mr Fred Mulley, the Education Secretary, and Miss Margaret Jackson, the Under Secretary.

Mrs Lynda Chalker (Walsley, C) referred to the proposals for voluntary early retirement. Mr Mulley said the scheme for retirement on pension at 55 had been considered recently in the Teachers' Superannuation Working Party but discussion had been deferred.

Asking when talks would be completed, Mrs Chalker said that some unemployed teachers could take up the posts of those older teachers who wished to retire.

Mr Mulley said that these negotiations were between the employers (the local authorities) and the unions. "What we are seeking to do is keep these arrangements in line with those for other local government employees. The question is whether it should be a voluntary retirement scheme or a matter of compensation for premature retirement, which is the normal practice at present."

He wanted to see if there was a possibility of retirement in this age range, but he did not think this was the only way of dealing with the particular difficulties they faced at the moment.

Mr William van Straubenzee (Wokingham, C), a former education minister, said that one reason for pressing on with the retirement scheme was that many college leavers were of a particularly good standard. This made it doubly regrettable that they could not be immediately employed.

Mr Richard Luce (Shoreham, C), questioning Mr Jackson, said that in view of the waste of teacher talent and the need to reduce class size, the Government should reduce the £32m subsidy on school meals by the small amount required to employ all those teachers.

There were Opposition protests when Miss Jackson said one of the Government's difficulties in deciding on basic priorities was lack of guidance from the Opposition. They said that all expenditure should be cut, but offered no advice.

The Government had tried in the rate support grant to give leas-

enough money to maintain staffing standards. The local authorities responsible for how much of that money they spent and where they spent it. Since Conservatives so frequently defended the rights of L.E.A.s, it was a little hard to be criticized by them for not exercising more control here.

Mr Clement Freud (Isle of Ely, L.) the Liberal spokesman on education, wanted to know what was the average figure for unemployment benefit paid to unemployed teachers. He asked for a comparison of the cost between unemployment benefit and employing the teachers to reduce class size.

Miss Jackson said it was always possible to calculate the balance of cost which rarely fell on the side of making the economy and cuts. It was almost always possible to justify not doing it. Restraining expenditure had to fall somewhere and thought MPs might dislike it, some of it had fallen here.

Mr Michael Ward (Peterborough, Lab) asked if unemployed teachers could be retrained to fill shortage subjects.

After Miss Jackson said that the

Department of Education and Science were considering such courses.

As for the future, predictions of unemployment were difficult to make, particularly now. In a few months she hoped to have a clearer picture.

Mr Dafydd Wigley (Caernarvon, Pl Cymru) suggested the Minister should consider the possibility of third-year students changing to other careers, such as speech therapists.

Mr Norman St John-Stevens, chief Opposition spokesman on education (Chelmsford, C), said the essence of their charge against the Government was that they had succeeded in raising teacher unemployment to record levels. At the same time they had created a record shortage in specialist subjects like mathematics, science and the crafts.

Miss Jackson said she was sorry he had said that, since recent newspaper reports had revealed that it was when Mrs Margaret Thatcher said that all experts were at the DES that the plans for producing the unemployed teachers were planned.

Mr Richard Mitchell (Southampton, Ichen, Lab) said: "Change for change's sake is not necessarily a good thing. (Cheers.) Will Miss Jackson and her department take a little more interest in this particular question and make sure that new teaching methods, which have not yet been fully tried and tested, will not be inflicted widespread on children throughout the country?"

Miss Jackson replied: "I accept everything that you say, Mr Mitchell. We should not have change for change's sake and should not rush about installing new teaching methods. This is the classic statement of why we should not rush about, seeking to reinstitute very formal methods of teaching in schools—change for change's sake."

Reports by Alan Wood

Tories take issue over Mulley letter

The question of raising with district auditors the number of places which local educational authorities take up at independent and grant schools cropped up in the Commons.

Mr John Hunt (Bromley and Ravensbourne, C) asked what correspondence the Secretary of State had had with the Bromley branch of the National Union of Teachers about the places taken up by the London borough of Bromley at the schools.

Miss Margaret Jackson, under-secretary, said that last autumn she had received a complaint from the Bromley Teachers' Association about the borough's policy.

Mr Hunt said that the telling of these places was a matter for the district auditor, the Education Secretary was including them in the challenge Bromley's policy. "I suspect that he was acting in collaboration with the Bromley branch of the National Union of Teachers to force the abandonment of a policy which may have offended against the socialist concept of educational egalitarianism, but which did not give an opportunity for many children in that borough to get an education which otherwise their parents would never have been able to afford."

Miss Jackson said: "He is wrong in two things: first in suggesting that the Minister was trying to cite the NUT to disagree with the local education authority. It was merely making a factual point about the existence and the district auditor."

Mr Norman St John-Stevens, the Opposition spokesman (Chelmsford, C), asked Miss Jackson to explain that it was one of the basic principles of the Education Act that local education authorities should have the right to widen parental choice, and in other reasons, to take up places at independent schools.

He asked her to explain the reason why Mr Mulley did not confirm the fact to Bromley borough council when they asked the Department for guidance?

Miss Jackson: "Mr Mulley did not do any such thing. He put out a statement of fact—that if the borough council made expenditure of this kind, it was not a matter for them, they have the right to do this but it might be a matter for the district auditor if, in his wisdom or otherwise, he thought the council was acting incorrectly."

Mr Charles Clarke, NUS president, told the Manchester conference that students were not simply concerned with the politics of protest. "We have got to get our eyes off the task—the daunting task of seeking to change what the Government has decided."

All the political groups were united, he said. "If we take on the Government, we have to recognize that by winning the fight on teacher unemployment we will be drilling a hole in the Government's armour of economic policy."

Mr Colin Talbot, from Manchester University, said the leadership of the teacher trade unions had done nothing to support students. "If the National Union of Teachers actually took up a campaign of industrial action on class sizes, there would be no teacher unemployment," he said.

Although the conference rejected the idea of a national demonstration in London next Tuesday, it is likely that London students will lobby Parliament.

Support for student occupations came from the Reverend Dr George Tolley, principal of Sheffield Polytechnic. He issued a personal statement saying students were right to protest although he did not think the occupation at his college accomplished anything, apart from preventing people doing essential work for the students.

"It makes no sense to allow legitimate grievances to fester amongst a highly articulate and sensitive sector of society," he said. "A very great deal is going to fester unless an attempt is made to remedy injustice and to keep faith. When the most compliant, most dutiful students are defiant and hostile we must look to others for the cause."

"A corroding legacy of mistrust is about to be bequeathed. Those young people asking for help, play and who are not getting it. They have every support from other fair-minded people."

NUT policy and first year views page 10.

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No let-up in the campaign: Manchester emergency meeting.

NUS promise summer of sit-ins

by Stephen Cohen

Occupations of college administration centres will continue during the summer vacation and into next term, the National Union of Students said this week.

There would be no let-up in the campaign against student teacher unemployment, an emergency conference in Manchester decided at the weekend. This month's campaigning activities will culminate in a lobby of the TUC special congress, which are meeting next Wednesday to discuss the Government's new pay policies.

The NUS executive had intended to hold a national demonstration in London on the day before the TUC meeting. In Manchester, the students decided to concentrate their efforts on trade unions instead, in an effort to persuade them to support the students' cause by industrial action.

Teacher unions are to be asked to extend their no-strike policies and to refuse to reach over-education. The emergency conference also demanded full trade union rights for unemployed qualified teachers.

Occupations of local education authority offices were called for. The campaign should be extended to include universities and other colleges as well as the teacher training institutions.

By Wednesday this week about 100,000 students were said to be taking part in pickets and occupa-

tions. An NUS spokesman said 98 colleges of education, nine polytechnics, eight universities, two colleges of higher education, one college of further education and one art college were taking action.

Fifty students occupied Herefordshire local authority offices. Flying pickets were touring factory gates and schools in Manchester to give out leaflets and 12 students took over the chief information officer's room at the Department of Education and Science on Wednesday, before being escorted away by police.

Public meetings were arranged in five major cities this week and many colleges were mounting their own surveys of local teacher unemployment. The NUS will issue figures of student jobless on Monday.

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Mr Colin Talbot, from Manchester University, said the leadership

Tory tactics delay all-in Bill

by Mark Vaughan

The Government's Bill on comprehensive schools received parliamentary priority this week, when the Opposition chose Tuesday's report stage of the Bill as the first occasion for their new harrying tactics in the House of Commons.

It was the first test of the Conservative declaration of "non-cooperation" after the controversy over the Aircraft and Shipbuilding Industries Bill and the row over Mr's pairing arrangements. But it passed without incident for the Government.

Because the minority parties showed little interest in the debate, the Government were able to get 50 to 40 Opposition amendments. However, by the early hours of Wednesday morning it was clear that the Opposition had won a tactical victory by forcing the Government to use up valuable debating time on "minor" amendments.

By the time Mr Fred Mulley, the Education Secretary, moved an amendment of the discussion, only three of the scheduled 31 "minor" amendments had been completed.

Earlier, Government whips had twice forced votes to end discussion of new Tory proposals when it was clear that there was a plentiful supply of backbench "savants" ready to continue the debate through the night.

Under the Education Bill, education authorities who have not yet completed their secondary reorganization along comprehensive lines may be required by the Secretary of State to submit proposals. One of Wednesday's rejected Conservative proposals was that all children would have to pass a basic test of literacy and numeracy at 10 before going on to secondary school.

Mr Rhodes Boyson, Conservative MP for Brent North, who introduced the proposal, said this was not a new 11-plus examination. It was a minimum hurdle for children; if they did not attain the test they would be unable to fulfil the requirements for secondary education.

Miss Margaret Jackson, Under Secretary of State for Education, said Mr Boyson's clause was based on the false assumption that suitable tests were agreed to exist. Even if the Opposition's case was accepted, the results of that kind of examination were likely to be just as bad.

It was being suggested, that children who failed the tests could stay on for a full year in primary school and receive remedial education. What would happen to the children who were borderline cases?

Mr St John Stevens moved a clause—Cerebral Appearances of Teachers to be Provisional—which said that teachers' contracts should be null and void in the event of

a new or changed school not being established. He was referring particularly to the present position in Tyneside where teachers had been given new contracts to teach in schools destined to become comprehensive in September and where the newly elected Conservative council have now decided to keep the existing grammar and secondary modern schools.

This amendment was specifically designed to deal with legal problems involved in the situation. Contracts had been made with the teachers guaranteeing them increases in salary because of the positions they were taking up in comprehensive schools. There would have been problems of breach of contract if those undertakings had not been fulfilled.

The Conservative Council decided that they should honour the contracts with their teachers, but a situation of doubt was created when the amendment was intended to remedy.

Mr Mulley replied that the House should reflect the new clause on grounds of principle and practice. Freedom of contract was a vital part of English law and liberty. Equally he had always thought it right that on the one hand the employer, namely the authority and on the other the teacher should be able to make contracts without those contracts being prescribed particularly and specially for teachers alone by Act of Parliament.

Cost of common exam to top £1m—CSE boards

by Sue Cameron

The CSE exam boards reckon it will cost £500,000 to develop a full range of common exam syllabuses for 16-year-olds.

In a report published this week, the boards estimate it will cost each board about £1,400 to develop a common exam syllabus in one subject. A full range of 30 subjects would therefore cost each board £30,000 to £40,000.

The CSE boards have their costings on the assumption that their proposals to reform the administrative structure of exams will be adopted. These plans would mean replacing the present GCE and CSE boards by new regional boards. The total number of exam boards would be reduced from 22 to 15 and the cost of developing common exam syllabuses would therefore be in the region of £500,000.

The CSE boards estimate the cost of developing a common syllabus in one subject is as follows:

- Expenses for four meetings of a full subject panel, £400.
- Expenses for five meetings of a subject panel subcommittee, £150.
- Professional fees for specimen papers and notes, £250.
- Printing costs, £200.
- Consultation with teachers through questionnaires and meetings, £300.
- Miscellaneous, £100.

The cost for each subject adds up to £1,400 and for 30 subjects it would be £42,000. The CSE boards have deducted £8,400 on the grounds that this would be the amount saved by ending present development work on GCE and CSE syllabuses. The total net cost of developing 30 subject syllabuses for a common exam system would therefore be £33,600.

The CSE boards say syllabus development for common exams would be cheaper if their proposals for a regional administrative structure were accepted. They say the cost of consulting teachers and holding subject panel meetings would be higher if exam boards were organized nationally. Further savings could be made by reducing the number of exam boards.

They also suggest that teacher-designed Model 3 exams could be used for minority subjects and point out that the cost of developing these exams is small.

'End of term' report on Tyndale

The report of the inquiry into William Tyndale Junior School is expected before the end of the summer term, the Inner London Education Authority announced this week.

Mr James Swaffield, clerk to the IEA, said Mr Robin Auld, QC, chairman of the inquiry, had not yet finished the report, but was "conscious of the vital necessity for the report of the inquiry to be completed by the authority before the end of the summer term."

The authority expected it to be published in time for a special schools subcommittee to consider it for a report to the education committee on July 13. The inquiry closed in February.

Mr Swaffield's statement goes on: "No advance copy has been received by the authority, nor has any information as to its likely contents." It was not possible to give an exact date for publication.

Mrs Jenny Baker, deputy leader of the Conservative opposition group on the IEA, complained this week that the authority was "concerned about the future was causing great concern among parents and the temporary staff at the school."

Boyson calls for inquiry

Mr Gerald Fowler, Minister of State for Education and Science, said Mr Rhodes Boyson (Brent, C) that the Secretary of State had at present no plans to visit Manchester to discuss its external examinations with the local authority.

Mr Boyson said that published statistics of examination results in Manchester indicated a fall of 20 per cent between 1973 and 1974 in the results of 26 comprehensive schools there. There should be an inquiry as to why these schools had falling standards.

Mr Fowler said Mr Boyson had a serious role in spreading any research results for his own purposes. The Manchester report itself entered the most serious reservations about using the results to compare the performance of comprehensive schools with other schools.

Mr Frank Hutton (Manchester, Moss Side, Lab) asked if the Minister recalled that when the results of the survey were first published they appeared in the Times Educational Supplement under the heading "Manchester shaken by survey of comprehensives". Within a month the TES had considerably modified this viewpoint.

Mr Fowler said he recalled all that with crystal clarity. "I hope Mr Rhodes Boyson will show the same modesty to admit error as the TES," he commented, amid laughter.

There are quite a few issues around on which one feels it is necessary to take sides. As an academic I am sometimes told that this is a form of intellectual trichotomy, but I am delighted that the National Union of Teachers have decided to vote in favour of the new agreement at the TUC special conference. It would not only have been irresponsible for them not to, it would have been foolhardy, for hardly any group has done better from the Labour Government's pay policy than teachers. To take just one simple example, I doubt whether under free collective bargaining £5 a week could have been negotiated for most of the lower-paid in the profession.

Turning to teacher unemployment, I am more doubtful. This is not to say I favour unemployment. Quite the contrary—the sooner we get the contrary—full employment, the better. Equally, there is no obvious waste of training people for the dole queues.

But by national standards prospective teachers are doing better than the average worker. To make the obvious comparison, relatively more 16-year-old school leavers will be out of work for longer periods than students leaving the colleges. We need an active labour market policy to abolish involuntary unemployment permanently, but I see no special case for teachers. Thus, I understand the fears of the students, but my sympathies do not extend to support a campaign of occupation and intimidation with regard to the spending

Related to this are the spending cuts. I have written on these at length, and feel they must be accepted (albeit with a heavy heart) if they are necessary to our economic survival, and in the hope that what if they will be reversed. But what if there are further cuts?

I no longer have any contact with officials, but I would be amazed if the Treasury are not engaged in their customary annual exercise of asking departments, notationally and without commitment, of course, to work out how to reduce expenditure by another 5 per cent. X being a positive number in the range zero to 10.

In addition, with the pound sinking there may be a crisis package at any time. Could one with any degree of confidence advise the education world to accept this? Much as I always feel inclined to support the Government, at this point I begin to wonder whether the time would have come to draw

DES study Dr Bennett's report

Mr Gwilym Roberts (Canterbury, Lab) proposed an inquiry into the advantages and disadvantages of traditional teaching methods over a less orthodox approach.

Miss Margaret Jackson, Under Secretary, pointed out that researchers at the University of Lancaster recently published a report on teaching styles and pupil progress. The DES and the Inspectorate were studying the Lancaster University report, but were not yet in a position to decide whether further research was needed.

Mr Roberts said this particular report tended to mix up two issues, that of teaching methods and the unrelated question of comprehensive education.

Miss Jackson said it was true that people had sought to draw lessons about the benefits comprehensive

Loan sanction in doubt in Tameside

The situation in Tameside was raised during question time in the Commons and during the report stage of the Education Bill, but Mr Mulley, Secretary of State, refused to comment until he had received a deputation from the L.E.A.

However, on Monday, Mr Martin Flannery (Sheffield, Hillsborough, Lab) asked what action would be taken over loan sanctions when the local authority did not comply with the conditions attached to those sanctions.

Miss Margaret Jackson, in a writ-

ten reply, said that L.E.A.s were informed last December of the conditions under which loan sanction was accepted by the Secretary of State as eligible to start within the resources set aside for reorganization needs. They were informed also that major projects must be submitted for approval at tender stage.

"Loan sanction for two of the projects in Tameside, which I understand Mr Flannery has in mind," she said "has been given expressly in the context of the authority's proposals for comprehensive reorganization and is, of course, subject to the conditions for eligi-

PERSONAL COLUMN

Maurice Peston Taking sides on sides

cuts. I have written on these at length, and feel they must be accepted (albeit with a heavy heart) if they are necessary to our economic survival, and in the hope that what if they will be reversed. But what if there are further cuts?

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In addition, with the pound sinking there may be a crisis package at any time. Could one with any degree of confidence advise the education world to accept this? Much as I always feel inclined to support the Government, at this point I begin to wonder whether the time would have come to draw

the line—especially as I can hardly begin to see where in education new cuts can safely be made.

Reverting to a more substantive problem of education, what is one to make of the Bennett research? I have been through the book twice, and I still find myself somewhat at a loss. It is hard to accept as correct those critics who say that the project is so narrowly based and intrinsically biased that it contributes nothing at all. At the same time its statistical and theoretical foundations are hardly so solid that one could as a result pronounce with any degree of confidence between alternative teaching methods and styles.

I am not even sure that that is the most pertinent issue. What does strike me most, interesting in the need to duplicate research of this kind and certainly to monitor what goes on in the schools. But, can this be done, given that the publication of subsequent controversy may have irreparably influenced the phenomena under consideration?

My next and final problem is the reform of secondary school exams. I am bound to say I am no lover of exams, despite my past skill at answering five questions in three hours on a wide variety of topics. Having been an examiner from a level upwards, I am well aware of the difficulties. When I was chief examiner for A level economics, I did the best I could, but I really devoted little or no time to thinking about the effects of papers I set on the schools. If they benefited

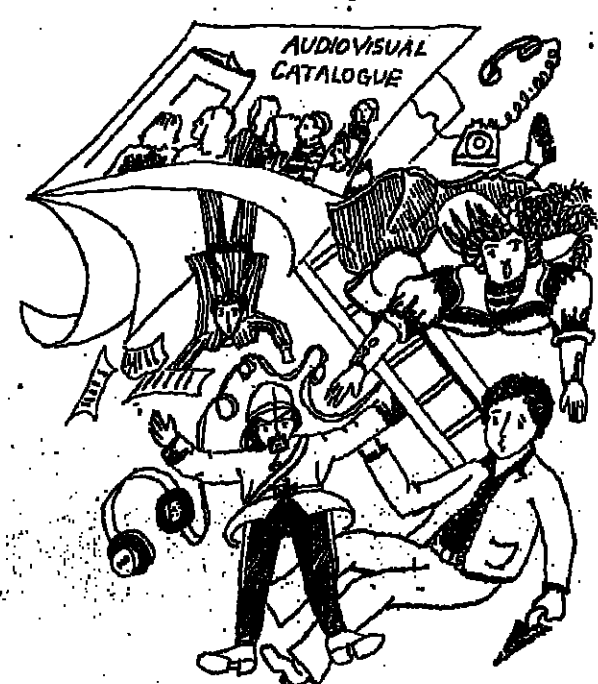
that was a useful by-product of my activities, but it was not apparent in my mind.

At best, exams are a necessary evil, especially as the likely better alternatives are so much more expensive. For a long while they will be necessary, and, therefore, they are urgent. The basic change must be to devise new exam procedures which help the curriculum rather than prevent it. The teachers in the schools doing their job properly. (Let me hasten to add that included in this should be the raising of academic standards all round. To those who see the needs of certain children as keeping them ignorant my reply is, so much the worse for needs.)

The unification of the first secondary school exam system is surely a more important issue. I agree, so I think I favour that. It worries me is, if I am right, that exams should follow the curriculum rather than the other way round, whether developments in the Schools Council have got out of place.

There has, in fact, been a great deal of work done on the curriculum by the Schools Council, but I would like to be convinced that it does match the exam proposals.

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TES 11

Derby in race for all-in schools

Derbyshire county council have decided to spend about £2m over the next few years to complete their programme of comprehensive re-organization. They are to employ 15 extra teachers in September, 1977, as part of their plan.

At present 75 per cent of pupils go from primary to secondary school without taking the 11-plus. But if the existing programme had continued, the changeover would not have been completed until the early 1980s.

Mr Peter Regan, leader of the Labour-controlled council, said: "We are going to pull out all the stops to abolish 11-plus examinations this year, and see that comprehensive education is available throughout the county by September next year."

In order to achieve their plan, Derbyshire have decided to use the normal government loan sanctions as well as about £1m from their newly created capital fund. This fund was established less than a year ago and currently has £3m.

Most of the £3m has come from surplus on last year's education revenue account, but some of it has been raised through the receipt sale of council-owned buildings.

The county's comprehensive changeover began 11 years ago and when the new council was formed in 1974, they discovered that the most difficult part of the programme had not been done. The areas concerned included old, small and isolated school buildings.

Mr Regan said that even with a recent allocation of £492,000 out of the Government's special £25m comprehensive programme, the council decided that progress was not fast enough.

"We are very concerned that in the unorganized parts of the county, parents are dissatisfied, and rightly so, with the present system. In one area, for example, children have to take an 11-plus examination to get into a comprehensive school. There is anomaly and unfairness."

"Whatever money is needed in addition to what will be available to us in Government loan sanctions will be provided from the council's funds," he said.

Mr Regan agreed that the council would only be able to achieve their aim at the expense of other parts of the education service. "It is a question of priorities—we want to complete our comprehensive schools. When that is done we will turn our attention to those other areas of the service."

He said that the spending up of the council's plans would put no extra burden on the ratepayers this year. The 35 extra teachers who will be needed in September next year would constitute only a fraction of a 1 per cent growth in the education service.

Handicapped - but normal

Sexuality does not disappear with handicap, Mrs Lynda Chalker, Conservative MP for Wallasey, told a conference on the sexual needs of handicapped young people organized by the Friendship Group of charities in London this week.

She said she was shattered by the attitude of some MPs, who felt to recognize that the disabled should lead a normal emotional life. Social workers and doctors were often similarly unaware of, or unprepared to cope with, disabled people's need for sexual fulfilment.

Dr Jack Bavin, consultant psychiatrist at Coney Hill Hospital, Twyver, Gloucestershire, said that a positive educational approach must be adopted for young handicapped people. "It was not enough for educationists and parents to become permissive. A laissez-faire approach would be irresponsible, and would put the mentally handicapped in a position of exploitation, social difficulty and community disapproval with an inevitable backlash."

Mr Franklin Gray, director of Dilston Hall, Corbridge, Northumbria, an advanced social training unit for mentally handicapped people, said personal prejudices and morals must be subordinated to the needs of the retarded. Using down-to-earth language might be abhorrent to some, but it was difficult enough to get simple meanings across to the severely retarded without using clinical terms.

Conference speakers were criticized by Mrs Pauline Fritbrother, who has a 26-year-old daughter with an IQ of 30. She said they were talking down to parents and treating the subject too seriously. Sex was not a solemn clinical subject.

She was pleased that parents and professionals were now talking openly about sex and the mentally handicapped, but critical that they only discussed birth control and socially acceptable behaviour. It was time they discussed ways of helping the retarded enjoy a full life, including sexual fulfilment.

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Making music in an Islington playgroup—one of the pictures in an exhibition of photographs taken by staff and students of the Polytechnic of Central London for Playgroup Week, June 12-19. They will be on show at North Star House, Holloway Road, N7, and at Islington Green School on June 19.

Pupils 'are being subverted'

Some British teachers are more interested in subverting their pupils than in helping them to learn, Miss Penelope Yaffe, general secretary of the Association of Career Teachers, said on Saturday.

Miss Yaffe told delegates to the association's first annual conference held in London: "I believe there are people in education today who are not interested in teaching but in disrupting our schools. The violence in our schools is not all the result of comprehensive education. Calculated and deliberate attempts are being made to subvert our way of life and the most effective way of influencing society is through children."

"Things have now reached such a pitch that teachers who do their best to maintain school standards are being labelled reactionary."

Miss Yaffe said many parents had also abdicated their responsibility to their children. Some mothers were "nothing more than cuckoos". They gave birth and then expected others to bring up their children.

"I am not saying mothers should be household drudges. I am not even saying that mothers are the only ones who can or should stay at home to look after the children. But whether it is mother, father, grandparents, aunts or uncles, there should be someone there all the time—especially when the children are very young."

"What if parents now take the attitude that it is best if they both go out to work so as to improve material standards in the home. Because of this children are being deprived of a lot of things which people were in the past. They are being subverted."

Television advertising was another hazard. Parents and children were being brainwashed into buying the latest products, the most modern products.

"I am heartily sick of revolting children eating like talking with their mouths open, checking their parents and rushing off in the middle of a burger or ice cream. Children are the kind of behaviour they see on television is cute and therefore imitate it. All too often they are away with this."

'Challenge' for jobless in educational priority areas

Money to employ newly trained teachers in educational priority areas should be raised by the Government even if it means cutting the teacher education budget, Mr Gordon McGregor, principal of Bishop Otter College of Education, Chichester, has suggested in a letter to the Department of Education and Science.

He has asked Mr Gerry Fowler, the Higher Education Minister, to consider launching the scheme this year to prevent 15,000 teachers from being unemployed.

"If all local authorities responsible for EPAs were immediately permitted to advertise enough additional teaching posts to reduce their class sizes well below the national average, the able and idealistic young people graduating from our colleges this term could be offered a challenge that most would gladly accept."

Mr McGregor suggests that salaries could be met from money to create new jobs or from the education budget.

"I doubt if I am the only head of a teacher education institution who would prefer to finance such a scheme from a distributed cut in next year's teacher education estimates, rather than wait for the catastrophic drop in recruitment to teacher education courses which is bound to follow if nothing is done."

Mr McGregor adds: "In short, I'm suggesting that we allocate our first teacher surplus where we would all agree it is most needed. Isn't that the kind of social justice a Labour government stands for?"

Times Higher Education Supplement.

Where the girls won't eat

Anorexia nervosa, a hysterical aversion to food found mainly in girls and young women, is far more prevalent in independent schools than in comprehensives, according to a survey by three psychiatrists from St George's Hospital in the latest issue of the British Journal of Psychiatry.

Dr R. S. Kalichy describes the survey of nine schools. In girls' independent schools they found 4.6 cases a year, while in the two comprehensive schools they found one case among 276 girls.

The researchers say the detailed medical information available to them at boarding schools about girls' weight changes and eating habits was "unusually good".

They found that 30 per cent of the girls in the independent schools had lost 30 per cent or more of their body weight and many of them had bizarre attitudes to food.

It was difficult to account for the discrepancy between independent and maintained schools, except on grounds of class. "It is being more common among Social Classes I and II." Only 15 per cent of the girls in the comprehensive schools came from their families.

Dr R. S. Kalichy, a psychiatrist, vol-

Why Britain is in the doldrums

English public schools and the university have since vocational education was partly to blame for Britain's industrial and economic malaise.

In a book published last week Professor G. C. Allen, emeritus professor of political economy at London University, accuses public schools of failing to produce leaders who can manage Britain's economy in general and industry in particular.

"The schools even instilled a distaste for the pursuit of wealth and made the country rich and powerful. Their most able pupils made their careers in politics, the Civil Service and the professions. Too few of them entered business life. The universities did not make up for the schools' inadequacies. For a generation ago few university graduates had been trained in subjects in any way related to industry. By contrast, in the United States and on the Continent, vocational training was considered the proper function of a university."

The British Disease, by G. C. Allen, Hobart Paper, by Institute of Economic Affairs, 2 Lord North Street, London, SW1, £1.00.

Schools Prom

Robin Ray and Anthony Hopkins are to be guest composers at the Schools Prom. This year's Prom at the Royal Albert Hall on November 29 and 30 follows the first Prom, Educational Supplement, in 1969. The concert last year was played to a capacity audience. As last year's programme will include orchestral and chamber music, jazz, rock, and bands.

Don't deter recruits, headmistresses told

Schools must be careful not to over-act to teacher unemployment by recruiting pupils off teacher training, Miss Alison Shrubsole, principal of Emerson College, Cambridge, told the Association of Headmistresses' annual conference in London last week.

"In the midst of adversity we must keep our priorities," she said. "The quality of the quality of their students and the quality of their teachers and colleges."

Miss Shrubsole was confident that colleges would attract the very best applicants, in terms both of intelligence and personality. The benefits would filter down to pupils and less bright children from it was too often assumed needed less bright or effective teachers than older and cleverer children.

The new BED degrees were the best of the new courses for student teachers. They offered both higher education and a professional qualification. They would also prepare students in shortage subjects more efficiently and allow those who had doubts about teaching the benefit of graduate status.

"The degree courses' emphasis on teaching practice late in the course was also most welcome."

Dr John Kroll, a family doctor and a deaconess of the Church of England, in a paper on moral and religious education, said compulsory

An open and shut case for Mr Fowler

Mr Gerry Fowler, Minister of State for Higher Education, is to close a college of education which he officially opened six years ago.

Middleton St George College, County Durham, which has 700 students, was opened by Mr Fowler on May 5, 1970, and was given notice to close by him last week. It will admit its last students this September and close in July, 1979.

It is the largest of the 17 colleges to close since reorganization of the colleges began in 1973. It is also the shortest lived local authority teacher training institution, having taken its full quota of students for only six years of its 11-year existence.

Mr E. L. Black, principal of the college, said that the decision would mean that South Durham would have no teacher training institution since Darlington College is to close by 1978.

"It is remarkable that a small cathedral city like Durham is to keep two teacher training colleges while a large town like Darlington is to lose all its teacher training places," he said. The reason for the closure given by the Department of Education and Science is the failure of Cleveland and Durham education authorities to agree on a transfer of the college to Teesside Polytechnic.

Mr Black blamed Durham for not acting quickly enough to reach an agreement for the closure.

"As a taxpayer I resent the spending of money on creating colleges which are then closed. To create similar facilities would cost between £4m and £5m. It was only in 1968 that the Government decided to convert the former bomber station we occupy by Teesside Airport and develop a 67-acre campus. We have also had halls of residence built for nearly 500 students."

"The only future I can see for the college is possibly as an open prison. The matter it seems will now be passed to the Durham land agent."

Times Higher Education Supplement.

Decision day in college merger row

The future of the 1,300-student Coventry College of Education will be settled today at a meeting of the further education subcommittee of Coventry education authority.

They will have to decide whether to merge the college with Lanchester Polytechnic or with Warwick University.

A private meeting of the local Labour Party group this week agreed to recommend a merger with the polytechnic. The Labour Party have a majority of two over the Conservatives on the council.

Last year Lord Crowther-Hunt, then minister of state for higher education, approved a merger with the university, but negotiations broke down between the local authority and the university.

Local councillors later asked Mr Gerry Fowler, Lord Crowther-Hunt's successor, whether he would consider the alternative scheme to link up with the polytechnic. A committee was set up to discuss the merger, with representatives from the college, from Coventry, Solihull, and Warwickshire local authorities, from the polytechnic and the university, and from teacher associations.

Since then Lanchester Polytechnic have produced two merger proposals, and the university have produced one. The directors of Coventry and Warwickshire education authorities have also produced their own reports.

The 37-page report by Mr Robert Aitken, director of Coventry education authority, argues that local authorities could keep a better control of the teaching supply if the college merged with the polytechnic.

But Mr M. L. Ridger, chief education officer for Warwickshire, said in his report that he supported a merger with the university. He warned that local teachers would have less influence if the college merged with the polytechnic, and criticised some of the polytechnic's proposals, such as the expansion of social science to match the decline of teacher training. He also said that the staff/student ratio at Lanchester Polytechnic was too low.

The report by Warwick University reaffirms their case for a college/university merger. It says they do not consider their negotiations with the local authority have broken down.

Meanwhile staff at the college still overwhelmingly support a merger with the university, and have produced their own document, Times Higher Education Supplement.

Essex children 'above average'

Essex education committee heard on Monday that reading standards of the county's ten-year-olds were above the national average. The National Foundation for Educational Research reading comprehension test DE was given to 21,803 top juniors and the average score was 106.6. The national mean is 106. In such a test 15 per cent of children of this age would be expected to score above 116, and 15 per cent below 85. In the Essex survey only 10.8 per cent had below 85 and 17.4 per cent scored above 116.

The schools subcommittee report to the education committee said this was "a creditable performance suggesting that Essex standards were above those of a representative sample of the general school population."

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p.m.); equal opportunities and Teachers and the law (Saturday June
26, 10.30 a.m. to 12.30 p.m.); Nutrition education and Patterns of
change from a scientist's viewpoint (June 26, 2.30 to 4.30 p.m.).
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of August. Ticket prices range from 49p to £2.00.

Hotter competition for university places

Competition for university and col-
lege places could be fiercer by the
end of the decade than ever before.
After marking time for five years,
the number of school leavers qual-
ified for higher education is likely
to shoot up in the next five years,
according to the latest DES pro-
jections.

The projections, published in the
Department of Employment Gazette,
show that the number of boys and
girls with two or more A levels or
three Scottish H passes has only
risen slightly since 1970. The little
growth that did occur was largely
because of the girls.

But from now until 1980-81 the
total is likely to grow from 105,000
to 131,000, though how many of
them will apply for university or
college is more difficult to predict.

The DES projections are based on
the assumption that a third of pupils
will stay on at school after 16.
Because of the high birth rate in
the early 1960s, the size of this age
group will be going up, and this
means sixth forms will probably
be filling up quite dramatically,
before emptying in the 1980s.

At the same time, the number of
people in further education colleges
is certain to go up, and those with
two or more A levels are likely to
increase from 12,000 in 1974-75 to
18,000 in 1980-81.

Figures from the Universities
Central Council on Admissions have
repeatedly shown that the main
reason for empty places in univer-
sities was shortage of qualified can-
didates rather than a reluctance by
young people to apply. If the pro-
jections of qualified people applying
now stays the same, the number of
applicants is likely to rise sharply.

The DES projections also show
there are likely to be 10,000 more
unqualified school leavers (in-
cluding those with CSE grades two
to five or O level grades D or E)
looking for jobs next year. This is
lower than it was in 1971-72, but
still represents an increase over this
year and the two years before.

But in the longer term, more and
more teenagers are likely to leave
school with between one and four
O levels, reaching a total of 219,000
in 1980-81.

Department of Employment Gazette,
May 1976, HMSO, 90p.

DES PROJECTION OF THE QUALIFICATIONS OF SCHOOL LEAVERS		THOUSANDS					
Boys		1975-76	1976-77	1977-78	1978-79	1979-80	1980-81
2 or more A levels		57	57	57	65	67	70
A level		15	16	16	17	18	18
5 or more O levels only		33	34	35	36	37	37
1 to 4 O levels		96	100	102	104	106	107
Other, or no qualifica- tions		218	224	229	231	234	234
Girls							
2 or more A levels		48	50	53	56	59	61
A level		17	17	18	19	20	21
5 or more O levels only		38	40	41	42	43	43
1 to 4 O levels		101	105	108	109	111	112
Other, or no qualifica- tions		193	198	202	203	206	206

GCE results include equivalent Scottish qualifications

Pilot schemes' message should come through media

At least one of the 10 proposed
pilot schemes which will prepare
16 to 19-year-olds for work should
take films, slides and tapes into
young people's homes. This is one
of the suggestions made by the Coun-
cil for Educational Technology in a
paper sent to Mr Fred Mulley, the
Education Secretary, last week.

The paper says that the 300,000
young people who start work with-
out any further education or train-
ing find conventional teaching un-
attractive and ineffective. The
recent conference organized by the
Department of Education and the
Science and Technology Committee
there was a need for learning
methods that caught the student's
attention.

"The audio visual media have
much to offer, if their use is care-
fully planned and structured, both

because of their intrinsic attraction
and because they do not demand
high standards of literacy." But
they should be used as an integral
part of any new courses and not
just as optional aids brought in to
sugar the pill.

Educational technology made it
possible to take learning to the
student in places which students
find more congenial than a school
or college.

The Joint announcement by the
DES and the Training Services
Agency of the go-ahead for the pilot
schemes—postponed repeatedly—is
now due to be made in July. It is
expected that some minor modifica-
tions have been made to the pro-
posals contained in working papers
issued by the DES in March. For
example, it is now being suggested
that courses should last for 15
rather than 12 weeks.

Duplication dogs design

Duplication of art and design
courses in schools and colleges has
made many local authorities reluctant
to award grants for such stud-
ies, according to two researchers
at the Manchester Polytechnic
Institute of Advanced Studies.

Mr David Eyre and Mr David
Cooper have just published the
results of their study into the part
schools play in art and design edu-
cation. This shows that there are
too many foundation courses: "...
We judge this to be an uneco-
nomic use of potential resources at a
time when the national economy
and local government are in a
period of no growth," they say.

Mr Eyre, who has gone back to
teaching at Rochdale College of Art,
said students could go direct to BA
courses from school sixth forms
after doing A levels or do a one or
two-year college foundation course
in art and design.

"There is a lot of encouragement
for schools to provide entrance
Local education authorities save
money on grants, schools gain in
prestige and the Council for
National Academic Awards are en-
couraging direct entry."

But the colleges offering BA
courses were often oversubscribed.
Students were advised to take foun-
dation courses even though they
had already done a foundation or
introductory course.

be more mature as a result of this
but many foundation courses are
similar in content to these sixth-
form courses.

"Sixth-formers are put off by the
course; still exist. If there is a
application there ought to be some
sort of rationalization of them."

Alternatively the CNA should
say the BA in art and design was a
four-year course, as at present there
was unfairness in the distribution
of grants for the foundation year,
which was discretionary awards.

According to the report, in 1975
major awards (equivalent to under-
graduate's grants) to students over-
18 on foundation courses. Accep-
tation on such a course was qualifica-
tion enough for 42 of these authori-
ties.

In contrast, only eight authorities
gave such grants to students under
18. Thirty-four gave no support to
under 18s at all, compared with
only six who gave no support at all
to the 18-plus.

A study of Aspects of Art and
Design Education: Part II. The
Eyre and Cooper, Institute
of Advanced Studies, Manchester
Polytechnic, Hilton House, Hilton
Street, Manchester M4 2EJ, £5.00.

Early leavers left with empty pockets

Many 15-year-olds who left
at the new early leaving date
do not realize they would not
supplementary benefits. If
could not find a job, the
Volunteer Force Foundation
a letter this week to Mr
Mulley, the Education Secretary.

The foundation says that
35,000 out of the 150,000 who
school at the end of May could
be affected. This is because the
Government's policy on early leav-
ing was only intended to apply to
young people who had a job
training lined up.

Many of the May school leav-
ers are still 15, but they cannot
supplementary benefits until
16th birthday.

The YVFF says schools do
have warned pupils and par-
ents about the benefits regulations,
but have asked Mr Mulley to
ensure this year's 15-year-olds
some benefit and to review
early leaving policy.

Dr Keith Hampson, Conven-
or for Ripon, who pointed
out the early leaving date during
the early leaving Bill, said this
"It is extraordinary that in
the Government two years in
at this question and they did
not think clearly enough and
the Bill properly drafted."
should make a big effort to
information about it to schools.

Comprehensives 'the only democratic way'

Young people must be taught
to be democratic and to respect
the democratic principles
their life as citizens, according
Professor Hugh Sockett, pro-
fessor of education at the New Uni-
versity of Ulster. "Unless they learn
this," he warned, "the whole
ness will collapse."

Addressing the annual meeting
the Northern Ireland Associa-
tion for Comprehensive Educa-
tion, Professor Sockett said that com-
prehensive education alone is ap-
propriate to a democracy in a com-
plex system of state education.
Democracy is a matter of con-
sistent public affairs according to
certain principles. Each person con-
tributes to the common good.

For one, each citizen is treated
impartially and without distinc-
tion, unless distinction can be justified
and each person should be allowed
to do as he wishes unless his
cause can be made to constrain his
freedom.

If we take democratic principles
seriously and if we add the fact that
children have no choice about going
to school, "the basic form of com-
prehensive education should be one in
which no distinctions are made with-
out relevant and good reasons being
given."

We may think that the case for
separate treatment for severely
mentally handicapped children can
be easily made. Similarly, said
Professor Sockett, we may think we
can make out a case for the
"gifted" child, and so on to pro-
duce a complete selective system.

"But what the selective system
has never to my mind properly
faced is what the social and polit-
ical effects of a selective system
are: and those effects must point
against the principle of non-discrimi-
nation. I believe I have been
of the greatest importance in
discussing that area which is the
education of our young people as de-
mocrats."

"I believe that in a selective
system it is extremely difficult to
get young people to treat seriously
the challenge of their lives as citi-
zens, particularly in the large mass
of secondary education. If we
are to be honest with them about the
reasons why they are in the school
they are in, we are not likely to
find it easy to convince them of
the significance of equality of treat-
ment, or the fair distribution of
resources, access to jobs, and so on."

"So, if you make the kind of
distinctions and discrimination
within an education system that
have throughout these islands, you
should not be surprised if children
do not respect democratic values."

This is vandalism...



FRANCES STADLEN
reports on discussions
between local government
officials and senior police
officers about how to stop
the vandals.

A special allowance in the rate
support grant for fighting vandalism
would go a long way to solving the
problem, Mr Joslyn Owen, chief
education officer for Devon, said in
Bournemouth last week. Such an
allowance would enable schools in
deprived areas to give proper pas-
toral care and set up sanctuary units
for disruptive pupils.

Speaking at the joint conference
of the Association of Chief Police
Officers, the Association of Metro-
politan Authorities and the Associa-
tion of County Councils, Mr Owen
said old and out-of-date schools
should be replaced and difficult 15-
year-olds be set to work to clean up
the environment. He also wanted a
clear, consistent policy from all local
authorities on how to deal with van-
dalism.

This was in spite of society's anti-
bigly towards vandals.

In the treatment of vandals, is
everyone the same? Why is it that
some vandalism is ritualized and
protected (student rage, under-
graduate exuberance)? Why is it
that some is treated as a matter of
play and fair game (breaking the
windows of 'derelict' buildings)?
Why is it that some is written off
and therefore condoned (graffiti or
that euphemism for employee theft,
"stock shrinkage")? Why is some
a matter of sport? Why is it that
some vandalism in schools particu-
larly is licensed?

Another example of confusion was
the supposed leisure revolution
which had never taken place. "The
OPCS survey of social trends which
showed the high rating of gambling,
television and drinking was in fact
describing a breeding ground for
vandalism."

Schools were also in a dilemma.
"Part of what schools teach is the
need to question, the need not to
acquiesce to the need to protest.
The dividing line between justified
protest and illegal damage to
property can be quite thin. After all,
George Davis is free, despite a
ruined test match."

Mr Owen said that despite these
difficulties, education must point
out the moral evils of criminality.
It must cooperate with the law and
social services to prevent it.

Mr Owen was joined by Sir
for Hampshire, chief constable
chief executive for Tyne and Wear,
when he denounced the media for
misleadingly reporting vandalism.

All three also doubted whether an
appeal to the public to fight against
vandalism would have any effect.
Sir Douglas said the only way to
bring home the need for a major
change in attitude and values was
to make quite sure that the pun-
ishment was much more than a
warning.

Vandalism was costing the coun-
try tens of millions of pounds a
year. It was the same as the cost
of stolen property, although nothing
like the same effort was being made
to deal with it.

more was recorded. "This makes
the figures almost valueless. All
the police forces are saying that
they reveal only the tip of the ice-
berg."

Mr Denis Allen, director of social
services for Essex, said an
unpublished study of 500 schoolboys
carried out in a northern city
showed that vandalism was "ex-
tremely widespread among normal
children and that acts of minor
damage are very common indeed."

Sir Douglas wanted more police-
men to conduct a "sustained pre-
ventive drive" against vandalism.
The police were suffering from more
than a temporary shortage of man-
power.

The trend towards policemen
patrolling rather than on the beat
did not help. Nor did the local con-
fusion over whether they had the
right to patrol self-contained blocks
of flats and housing estates or whether
offences committed on private
roads could be dealt with under Acts
referring to public roads.

Sir Douglas was unconvinced by
the social explanation for vandal-
ism. "I was a deprived child, but
was not a vandal. Somewhere or
other we have got to get back to
the idea of restraint and of respon-
sibility."

A delegate from Essex complained
that in our "social security society"
it did not matter what you did.
People should be made to fear the
consequences of their action.

Mr Tony Judge, chairman of the
Greater London Council's housing
committee and editor of the maga-
zine Police, described this contribu-
tion as "the author's view of the
nineteenth century." He did not
accept that council tenants were
necessarily more vandal prone.
They were just more at risk.

Parental responsibility was not a
major issue, but the conditions in
which some people had to live
were. There should be more police
patrolling of self-contained estates.
"We in London are very anxious
about police priorities in patrolling
policy."

Mr R. A. Bee, director of
recreational services, Manchester,
talked about the activities of play-
leaders and others in the city which,
he said, was managing to contain
vandalism.

Greater Manchester spent more
than any other authority at 6p in
the pound a head on recreation. It
was, none the less, a derisory sum,
compared with what was spent by
education departments.

He thought a change of heart was
needed before vandalism could be
reduced. Recreation could help, but
white people continued to substitute
"man's for God's standards" there
was a limit to what it could do.

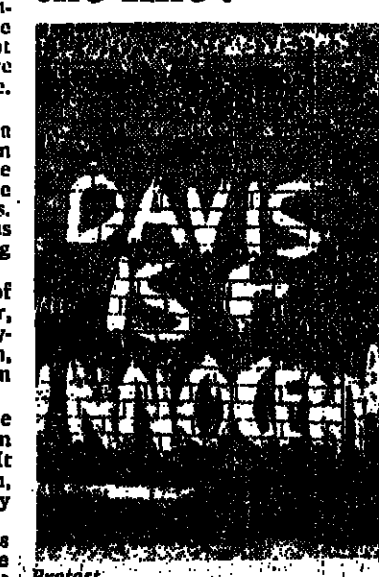
He wanted more play space and
suggested that a chance to see the
countryside and to observe, for
instance, the "miracle of a germ
nating seed" would "lessen the
tendency to destroy."

The conference discussion on
vandalism took place in the context
of the recent report by the Home
Office Standing Committee on
Crime Prevention. The report
published last year described
vandalism as a "national disgrace".
This week the London borough
of Hounslow will try to establish
that parents are liable in civil law
to pay for their child's vandalism,
even if he is under 10. Under the
Children and Young Persons Act
the council would be able to
recover much higher damages in
civil proceedings than in criminal
ones. Two primary schools in the
borough were reported to have been
vandalized by children as young
as five and six.

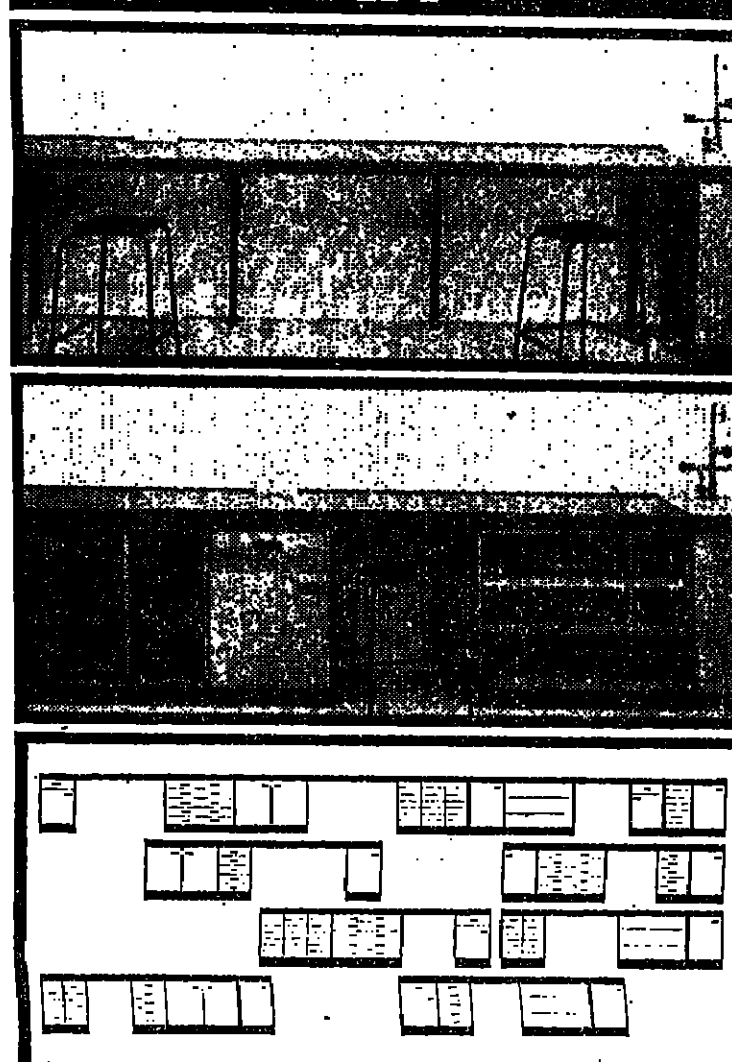
Above: a wrecked classroom in
Yorkshire; below: damage on a
football train.



... but where
do you draw
the line?



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BARCLAYCARD ACCESS

FE colleges to bear brunt of growth in training

by Philip Venning

Growth in the Training Opportunities Scheme will concentrate on colleges of further education, according to the Manpower Services Commission's plan for 1976-81 to be published early.

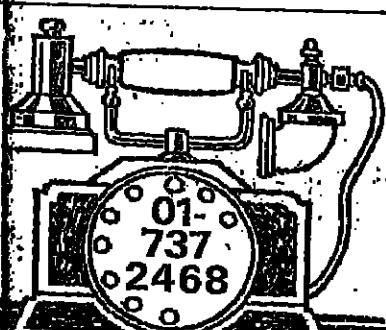
The plan expects the Government to meet the long-term target of 100,000 adult training places by 1980. The number of places in colleges will fall from 45,300 this year to 44,650 next year. It will then rise to 48,000, 52,000 and 57,000 in successive years. But the number of places in SkillCentres will rise more gently from 24,150 to 30,000.

On Friday, Mr Eric Sayer of the Training Services Agency (the training arm of the MSC) said the planned growth in TOPS courses would seriously test the colleges' ability to cope at a time when education budgets were being cut. But there were ways of reaching the target without putting too much extra pressure on the colleges. For example, courses might be shorter.

Another possibility was that colleges might suggest schemes to the TSA under which the TSA would contribute to the cost of taking on extra staff in the colleges.

Mr Sayer, who was talking at a conference organized by the Institute of Practitioners in Work Study Organization and Methods, said that the reason for the growth of TOPS in colleges was because of a shift in demand from training in technical subjects to clerical and commercial subjects. Another big change was in the number of women being trained. In 1971 only 3 per cent of TOPS trainees were women. Last year the figure was 36 per cent.

Even so, the target of 100,000 trainees was small compared with Sweden. If we had the same proportion of the working population in training as they did, we should be aiming at one million trainees. To help develop closer links between colleges and the TSA, the TSA are to set up 38 district offices.



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NUT forecast 20,000 jobless

The National Union of Teachers predicted more gloom and doom this week for those students leaving training colleges in a fortnight's time.

Mr Fred Jarvis, the general secretary, said there could be 20,000 unemployed teachers instead of the earlier estimate of 15,000.

Mr Jarvis said he feared unemployment could be worse than anticipated. There were accounts of 200 applications for one job and of students applying for 50 vacancies without getting an interview.

Prospects could get even worse if local authorities had to make further cuts and sack teachers because of the recent Government circular which said the local authorities were overspending by between £350m and £450m.

The NUT have alerted their local branches to oppose any more further cuts. They are prepared to extend their no-cover action of not standing in for absent teachers to Cumbria and Lancashire.

At a joint news conference with the National Union of Students, Mr Jarvis said hundreds of jobs had already been saved by the NUT sanctions.

Action started in 58 primary and secondary schools in Surrey on Monday and a "further long list" was being drawn up for September. The NUT were not prepared to instruct all the members to take action despite the beneficial effect this might have on employment prospects for college leavers.

The National Union of Students want the NUT to take this step and to go even further by refusing to teach classes of more than 30. But this was swept aside by Mr Alf Wiltshire, NUT president, who said that even if all the members came out there would still not be enough jobs for all the unemployed.

The NUT refuse to allow an official protest action. Approval has to be given by the union's action committee. Teachers who go ahead on their own could be disciplined.

Mr Jarvis said rates and taxes should be increased to pay for more teachers. Mr Wiltshire said up on the rates would create 200 more jobs in a large county.

The NUT argue that this year's output from the colleges is broadly correct. The numbers had been budgeted for by the Government to reduce class sizes and expand nursery education. But a policy decision had been taken not to improve staffing standards which meant the Government had automatically cancelled 15,000 vacancies.

Mr Wiltshire said 18 per cent of primary school children were in classes of over 36 and only 9.2 per cent of the relevant age group were in nursery classes.

It was a shocking waste of expertise to keep trained teachers out of the classroom, he said. He did not deny Britain's economic difficulties but said that improving educational standards was one way of solving them.

The union want the Government to commit themselves without delay to introducing in-service and induction programmes. This would create more jobs as teachers went back to college for refresher courses.

Re-training is also one of the union's aims. Approximately 3,000 teachers would be created if teachers were given one-year courses to update them with skills in new subjects. Subjects such as mathematics and science.

Mr Jarvis said the Government were responsible for the personal distress experienced by unemployed teachers. "They induced people to train in the first place," he said. The £200m spent on their training was now being thrown away.

The NUT supported the aims of the National Union of Students' campaign against unemployment, but could not give blanket approval to tactics such as occupations and sit-ins. However, unemployed students will be allowed to ship the NUT while on the dole. They can also attend local branch meetings and speak if they do not vote.



These students are at the start of courses which may only lead to the dole queue in three years' time

First year—and no future

by Stephen Cohen

Gary Smith gave up a well-paid job in industry to become a teacher. Gary Bodenham left the security of the Civil Service because he wanted to teach. Jack Saunders spent two years in hotels and factories before plunging for teaching.

Now they all face unemployment. Not next year, but in 1978 or 1979 when they expect to graduate.

They are all first-year students at the Hill College of Education, in London, where only 27 per cent of this summer's leavers have teaching jobs. They are worried about their own prospects and are taking part in the occupation of their college's administrative centre as a public protest.

None of them is prepared to quit college and go back to the previous job. "There is no chance of getting it back even if I wanted it," said Gary Smith, who worked as a technician in an industrial laboratory.

"I went into teaching because I thought it was a good profession. The cuts were never made clear to me. I was welcomed into college wholeheartedly. The college should have informed students that it would be difficult to get jobs."

He said he hoped to improve his prospects by campaigning now, but did not believe that teachers had a God-given right to a job. Children had a right to education and that meant more teachers should be employed.

First-year students in most of the hundred or so colleges affected by the National Union of Students' campaign have been active in occupations. They are not under pressure from final exams or teaching practice. They are also keenly aware that this year's poor employment prospects could still be around when they leave.

Rob Whitley of the National Union of Teachers, Southampton, said a careers advisor had told students at his college to "stick it out" until they could find work. It was ironic, he said, that it was now harder to get into teacher training college and the more dedicated students were being admitted. He held out hope of more jobs coming on the market later this month.

Marie Griev, second year student at Newcastle Polytechnic, said many of her colleagues did not

believe they would be on the dole in a few weeks' time.

Most of them were women students and they were convinced they would get a job. Their confidence is misplaced, she said.

Barbara Proctor, also from Newcastle, said the women still felt that teaching was a "safe" job. "They're going to be in it," she said. But none of the first and second year students I talked to was prepared to switch courses or to now find work. They all thought they could achieve something in their campaign. Also, they were with the thousands of the NUT's National Union of Teachers' teacher training places.

Their arguments for maintaining the present numbers—and even increasing them—were based on salaries. They said thousands of teachers would be needed to reduce classes to 30 and left NUT should implement their plan on class sizes throughout the country to force total autonomy to provide more jobs.

Some students might have the resolve to continue training during the summer holidays. But man Evans, principal of Bishop Lonsdale College, in Derby, said this week he would not be surprised if up to a hundred of his present first-year students did not come back in September.

They would be the ones without A levels, he added, but he also expected some of the second year to withdraw.

"We have no idea what the present first and second-year students are going to do during the summer vacations when they get home to talk to their parents."

He was worried by the uncertainty because the college might find they did not have enough people in particular subjects to keep the courses going.

Al Wiltshire, president of the National Union of Teachers, quoted a letter from a 28-year-old married woman trainee at a news conference this week. It summed up, he said, the attitude of many young people who answered the Department of Education and Science's call to enter teaching three or four years ago.

The writer will finish four years of training in three weeks' time. She gave up a job that paid three times a teacher's salary and had gained distinctions in all her subjects. She applied to her local authority in Staffordshire in January and was told there were no suitable posts. She cannot move because her husband's occupation.

"I have been well and truly deceived," she said. The students from Avery Hill also feel they have been misled. They do not think the public knows the worth of the matter and quote the comment of a parent: "I don't know what you got a job?"

Surrey 'gifted' scheme faces two-pronged attack

by Mark Vaughan

Surrey County Council have been reported to the local authority ombudsman over the handling of their scheme for exceptionally gifted children. Last week the district auditor said he would look into the legality of the scheme, which costs Surrey £550,000 a year.

Baroness Serota, the ombudsman, has been asked to investigate allegations of misadministration by Surrey's education department.

Each year the scheme offers places to 131 exceptionally gifted children at independent and direct grant schools in Surrey and the other London boroughs, such as Kingston upon Thames and Sutton.

Lieutenant Commander John Kennett, a Liberal member of the Conservative-controlled county council, said this week that the scheme was a "criminal waste of ratepayers' money." The council were in "an indefensible position" because they offered places to children this year after being told repeatedly that the scheme was of doubtful legality.

Last week Mr Alan Kappler, the district auditor, said he would be formally investigating why Surrey spent £650,000 on the scheme.

The schools education sub-committee knew about the uncertainty and possible illegality of the scheme as far back as last October, said Commander Kennett. "I have documentary evidence to prove that I warned the council time and time again last autumn not to offer those places, but the education committee members ignored my advice."

Commander Kennett also said the money could be better spent in the county's own schools, and that most of the exceptionally gifted could be provided for in comprehensive schools.

"I think it is wholly irresponsible of the education committee not to warn the council before they became committed to this year's intake. The district auditor's decision coincided with a long report on the scheme by Mr John Henry, the chief education officer, and Mr A. J. Dean, the chief inspector. This prompted the council to warn parents of children taking up places in September, that they might have to contribute towards school fees."

The schools subcommittee met recently to consider the report and the district auditor's decision. They recommended that the authority should stop taking places after this year. Exceptions will be made for children with "exceptional or special needs" that cannot be met in their own schools.

This recommendation has still to be ratified by the education committee and the full council. Mr Richard Lawson, chairman of the education committee, said the authority had not acted irresponsibly in offering places this year. "It was simply a continuation of a long-standing commitment to places at these schools, and we have been told by our advisers that what we have been doing is perfectly legal."

He said that when the schools subcommittee heard of the district auditor's decision, they decided the most sensible thing to do was to write to parents warning them. Commander Kennett added that parents had spoken to more than 100 schools and had been told to contribute to the fees on a means test basis.

A spokesman for Surrey said the local authority had no intention of withdrawing the scheme. The council would not be surcharged if the auditor's investigation found that expenditure was illegal.

"We cannot comment on Commander Kennett's reference to the local government ombudsman, not at least until we get some official communication from the ombudsman's office."

"We will try to clear up the uncertainty hanging over parents as soon as possible, but the district auditor's investigation is likely to be a lengthy business—maybe three months."



OU pulls out all the stops

You have to be prepared for things like sheep brains, mini-computers, cameras or specially designed microscopes to come plopping through your letter-box if you enrol with the Open University. Next year electric organs will be turning up on the doorsteps of students on the new Elements of Music course.

Fitted with special volume controls so as not to disturb the neighbours, these 2ft by 10in, four-octave reed organs come complete with a collapsible stand and ready to be plugged in for the bargain returnable deposit of £10. The OU have bought 700 of them at a cost of £37 each.

The aim of the course is to develop students' aural perception, teach score reading and to give them the technical knowledge to analyse the musical styles of the period between 1730 and 1900. As well as the organ, students will be sent 12 gramophone records and be expected to provide themselves with a recorder which they will learn to play as part of the course.

University backs NUS plea for new grants deal

London University climbed on the National Union of Students' campaign bandwagon last week when they endorsed the union's demands to abolish parents' contributions to grants.

Dr Bryan Thwaites, chairman of the university's collegiate council, issued a statement also signed by Mr Richard Silver, chairman of the students' union, which said the parental contribution was an anomaly now that nearly all students were legally adults.

"It is causing serious hardship to the large number of students whose parents do not, for one reason or another, make their full contribution. It should be abolished."

As long as the parental contribution remained, students' minimum grants should be raised to an average tuition fee of about £200. "The present minimum of £50 a year was fixed over 20 years ago and was presumably chosen to be roughly equal to tuition fees at that time. The equivalence should now be re-established and maintained in the future," the statement said.

They are both agreed that the new grant of £955 a year for students in London is inadequate. "Instead, grants should be fixed at a level which would enable universities to observe strictly the UGC rules regarding residence accounts."

Ministers accused of stalling on overseas students

Ministers have been sharply criticized for paying lip-service to the problems of overseas students. The annual report of the United Kingdom Council for Overseas Student Affairs published last week said ministers at the Home Office, Foreign Office, DES and Department of Overseas Development were all willing to see deportations.

"Unfortunately, the practical response by ministers has not kept pace with the sympathies they express."

The council said little, if any, progress had been made on many issues. There was still no up-to-date official circular from the DES and Home Office on welfare and admission arrangements for overseas students. Immigration regulations were still unclear and the Government had made no attempt to find ways to end discrimination against overseas students living in local education authority hostels.

Many of the problems remained unresolved because there was no central government machinery able and willing to sponsor coordinated inter-departmental thinking and planning for overseas students.

Reports of the Government's intentions to raise tuition fees by five times from next year were described as "sacred" and "short-sighted". Overseas students will have to pay double the extra demanded from British students next September. The council will bring pressure to bear to prevent any further rises.



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Eighth National Conference on Alcohol and Drug Education

organized by the Teachers' Advisory Council on Alcohol and Drug Education in conjunction with the Education Council and the Sheffield City College of Education from the 26th-30th July, 1976 at Sheffield City College of Education. The course will look at the whole field of education, relating this to methods in behavioural education. A section of the course will concentrate on the subjects of educating young people to deal with the identity crisis and with stress and anxiety. The course has implications relevant to many areas of health and social education.

Details and Application Forms available from: The Secretary, Teachers' Advisory Council on Alcohol and Drug Education, 2 Mount Street, Manchester M2 5JG.



Adam and Eve, symbolizing the first exchange of communication, fascinate children from Hurlfield Secondary School, Sheffield, at the Caxton Exhibition on at the local Graves Art Gallery until Sunday. Visitors to London's Olympic can also celebrate Caxton's quincentenary at Caxton '76, a careers exhibition until tomorrow.

DES issue new code of practice on X-rays

New instructions and guidance for schools and colleges using radioactive substances and equipment producing X-rays have been issued by the DES. They replace advice given in 1965.

The DES say new instructions were necessary because of the increasing use of radiation sources in schools and colleges. They also needed to take account of new information and to streamline the educational use of radiation. Local authorities, however, continue to be responsible for the safety of pupils and staff who might be exposed to radiation.

The new rules take the form of DES memorandum 2/76 to local authorities and a booklet of notes for the guidance of schools and colleges. The memorandum describes how the DES approve the use of radiation and the categories of sources that can be approved or which need no approval. Named teachers must supervise radiation work and they are expected to have certain qualifications depending on the category of work.

They will be expected to have undergone instruction in health physics and in laboratory work with radioactive substances as part of a degree in science, in a course leading to a pass in science at A

college of education or on a special short course approved by the DES. Student teachers must have a member of the school staff present when they are using radioactive sources or X-ray equipment. In classes of pupils under 16 only demonstrations of experiments using radiation are allowed.

Laboratory coats and protective gloves should be worn and some sources should only be handled with tongs. Work should be carried out over an impervious tray and on a bench covered with a detachable, non-absorbent cover. These surfaces should be checked regularly for contamination.

No one should work with radioactive material if they have a cut or abrasion, or under no circumstances should there be smoking or other mouth operations such as pipetting or the use of a wash bottle. The notes also give details of how teachers can estimate the dose of radiation received in the course of an experiment and how radioactive wastes should be disposed of. Administrative Memorandum 2/76 DES. The use of ionizing radiation in educational establishments and notes for the guidance of schools, establishments of further education and colleges of education on the use of radioactive substances and equipment producing X-rays.

Colleges worried by TEC moves

If the new courses planned by the Technician Education Council are introduced in their present form, they will reduce rather than increase young employees' educational opportunities, a group of further education lecturers have told Mr Fred Mulley, the Education Secretary.

After a meeting in Nuneaton last month, the Midlands Group of Heads of Engineering Departments in Further Education wrote to Mr Mulley to say how worried they were by aspects of the new TEC proposals. The TEC were set up in 1973 to reorganize existing technical education: further education, and replace them gradually with their own system of certificates and diplomas. In view of the size of the job facing TEC, they have made considerable progress. But as colleges staff have become increasingly changeover, so they have become more critical.

In their letter, the Midlands group say they welcome the flexible, modular approach of the proposed TEC schemes. But the amount of curriculum development work needed, and the detailed and lengthy, chaotic procedures, had

imposed a considerable burden on the colleges when staff and resources were being cut. "While there is goodwill towards the schemes, there is also a feeling of frustration, futility and weariness, particularly because of the many uncertainties in the validation of approval procedures."

Almost all 42 colleges in the Midlands group had found that industry was apathetic to and ignorant of the TEC schemes. When a company is fighting for survival, it has no wish to engage in lengthy discussions on matters which are considered to be, literally, of academic interest.

The emphasis of the TEC proposals has been on local initiatives within the colleges. To avoid the complications and uncertainty, the Midlands group suggest several ways of simplifying the changeover, at least in engineering. They want a nationally agreed policy on replacing engineering courses with assessment schemes already validated, and requiring only the addition of material to suit local needs. The clerical and administrative work needed for TEC submissions should be

Every school should have one

Every school should have a time with the time and training develop language across the curriculum. That is one proposal of a working party of teachers set up to consider the implications of the Bullock report of the borough of Bury, Greater Manchester. They say the teachers' full timetable but help departments, coordinate training, provide in-service training in school colleges.

Bury's additions to the 33 recommendations of the Bullock report will now be considered by the education committee, though Mr Wood, chairman of the working party and Bury's chief adviser, schools would have to accept their responsibility to allow implementation of the scheme.

Mr Wood said the report gives detailed advice on developing language skills, was very important. "We have built our full in-service training programme on it."

The working party suggested five to 10-year programmes of continuous retraining. Advisers are now looking at the use of language in their subjects and their conclusions would be fed into the language across the curriculum in-service programme.

Bury have started annual service of reading standards for the year.

Mr Wood said, "We are going back to the authority," Mr Wood said.

Language for Life is a 1975 Party Report, Metropolitan Borough of Bury.

Science diary by John Maddox

Who's whispering in the PM's ear now?

The Government have taken half a century in the right direction with plans for the further reorganization of public research and development. After months of pressure from various sources, chief among them the House of Commons Select Committee on science and technology, that what is called "science" should be more fully represented in the higher echelons of the Civil Service and that there should in particular be appointed a Chief Scientific Adviser to the Government, it seems now to have been decided to set up a new advisory body instead.

That is a step in the right direction because it is no longer sensible to think that individuals, however highly placed and, amply equipped with the necessary knowledge, can give sensible advice over the whole range of policies involving science and technology. The days when people like Lord Cherwell could whisper in Churchill's ear and change the course of history have gone.

Especially now that government departments are reasonably well supplied with scientific advice of their own, even the most talented scientist or technologist would quickly become a mere paper pusher. It is therefore good news that the Government have set their face against this course. It is also good that they have gone part of the way to restoring a state of affairs which persisted until 1964, when advice on public policy in science and technology was provided by a body known as the Advisory Council on Scientific Policy.

This had the virtue of being composed of largely independent people and of publishing an annual report which dealt with all kinds of issues in ways that were frequently critical of the Government. What is now proposed is that there should be an Advisory Council on Applied Research and Development, with the Lord Privy Seal as chairman, and that the Government consider the views of independent people should be brought to bear on the formulation of government policy, which is sensible enough.

But the new arrangement has two serious defects. First, so long as the Lord Privy Seal is ex officio the chairman of the new council, it will not be as independent and as outspoken as it needs to be.



Bad old days: Cherwell (left) and Churchill.

Second, the new council's field of interest is rather narrowly prescribed, and on the face of things excludes government policy in the support of pure research. No doubt this arrangement is a concession to the susceptibilities of the DES where the Advisory Board on the Research Councils is ostensibly empowered to consider matters of general science policy, but which has largely been occupied, these past five years, with dividing the available cake among the five research councils. Let us hope that the new council has the wit to find its way around its terms of reference.

It is commonplace to say that astronomy has in the past few years been revolutionized by new instruments of various kinds—telescopes, light detectors and the like. I had a vivid demonstration of this a few days ago at the Hale Observatories in a leafy street in Pasadena, Los Angeles, where photographic plates from the Mount Wilson and Palomar Mountain Observatories are gathered for analysis and study.

The latest excitement is the quality of the photographs of the sky being obtained by means of a process which cancels out the effects of the light from the night sky, and which has for the first time made it possible to see galaxies which are intrinsically less bright than the scattered light from Los Angeles but the zodiacal light as well.

I had gone to visit a friend and found him in the basement poring over a photographic plate some 15 inches square, hunting for clusters of distant galaxies. On the whole plate, there have been the mugs of well over a hundred galaxies, some of them recognizable as spirals but some of them wisps of shadow in among the star images. My friend is not a young fellow—he has been looking at galaxies for more than 30 years. But when I called on him, he was striding up and down the basement, throwing his arms about and saying: "Can't you see, almost all of these are galaxies that nobody's seen before."

What I made it all possible? In the 1950s, before 1972 that is, telescopes trained at the sky would collect light from all sources—from

stars and galaxies but also from the night sky in general. Light from all these sources would be collected on a single photographic plate, and inevitably the fainter galaxies would be obscured by the accumulation of scattered light.

But in reality, of course, there is a profound difference between the character of the light from a star or galaxy and that from the sources on or near the earth. Stars and galaxies provide a steady output of light, but the accidental sources are necessarily variable; they fluctuate in a random fashion. So if the light collected by a telescope is not used directly for exposing a photographic plate but instead is converted into a television signal to begin with, the result is that the unwanted sources of light will cancel themselves out.

By all accounts, the result is that the interest of the astronomers in building ever larger telescopes has waned. The photographic plate I saw in California had been obtained from the 48-inch Schmidt telescope on Palomar Mountain, and the result, it seems, is good enough to satisfy all legitimate curiosity. Indeed, it now also seems to be possible to measure the red shifts of the most distant galaxies in a mere 20 minutes or thereabouts.

California, for what's it's worth, is rapidly becoming a kind of fossil of the 1960s. There, the old brass confidence in the future of science and technology survives, albeit checked by low with the weirdest aspects of American life—the organic foods, the quasi-religious sects and the honky-tonkery.

I met a man who knows in his bones that he will be able to demonstrate the feasibility of thermonuclear fusion just a few years from now, another who spends all his time planning how to use the space shuttle (which is bang on schedule), a physicist who keeps a large chuk (it must weigh 50 lbs) of the Algonquin meteorite on his floor and who will explain to anybody prepared to listen why its peculiar properties help to reconstruct the earliest steps in the evolution of the solar system and yet another who thinks that his own astronomer colleagues have found an explanation of the climatic fluctuations of the past few years.

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More money for technology, says professor

The summer meeting of the Association of Colleges for Further and Higher Education opened in Brighton yesterday with a paper from Professor J. Black of Bath University who argued that it was hard to obtain funds for educational technology because its origins were "suspect".

Professor Black said audio-visual machinery and devices lacked academic status because of their origins in the entertainment and communications industries. Educational technology had only had a short time to prove its effectiveness.

But, if academics reflected tapes and television, students knew otherwise. Lecturers, tutors, books, journals, TV, slides and tapes were all linked in "students' eyes. Taken together, they provide him with a 'learning situation'." Professor Black said. He went on to argue for more money for technology.

Poly plans job creation

Trent Polytechnic has asked the Government's job creation programme for a £40,000 grant to help unemployed student teachers. The Manpower Services Commission have been asked for the money to provide jobs for 25 students leaving college this summer who would otherwise be out of work. They would work on the Trent primary schools research project.

Leaders of the local teachers' unions have approved the idea, which is also supported by Nottinghamshire education committees.

Dr Michael Bassey, reader in education at the polytechnic, said the "most talented" teachers' training had been particularly suited to the research project.

If the scheme goes ahead, the students will get the same salary as first-year teachers. The jobs will end next March, by which time it is hoped they will have found permanent employment.

Only 46 out of 370 students leaving Trent this summer have found jobs so far.

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COURSES

University of London Goldsmiths' College

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A residential course for qualified ART TEACHERS interested in extending their teaching to this age group.

Special attention will be given to the introduction of this type of work in Geriatric Departments of hospitals. Emphasis will be on the subject of the subject with dignity and learning; to encourage an interest in art in elderly people who may now have had no cultural opportunities before. With a "learning situation" Professor Black said. He went on to argue for more money for technology.

New State-backed educational broadcasting system proposed

from Mike Duckenfield

STOCKHOLM A new State-financed, non-profit foundation for all educational broadcasting has been proposed in a Bill recently presented to the Riksdag by Mr Bertil Zachrisson, Education Minister.

The foundation, Swedish Educational Radio (Sveriges Utbildningsradio), would start work at the beginning of July next year and combine the existing educational activities of the Swedish Broadcasting Corporation (Sveriges Radio) and the Government's own TRU Commission, which has been piloting experimental courses and aids since 1967.

Originally proposed in the report of the Government commission on educational broadcasting published last year (TES, August 22, 1975), the foundation would have its own distribution and production rights and be allowed to work in cooperation with other companies manufacturing teaching materials.

The Bill has been strongly attacked by all three non-socialist parties in Parliament. They accuse the Government of "surrounding socialism" and fear that the foundation would become the mouthpiece for large organizations such as the Confederation of Trade Unions and the Social Democratic Party. They want Mr Zachrisson to withdraw the legislation for amendment.

Although the small Communist Party supports the legislation, the existence of an even split between socialists and non-socialists in Parliament could mean that the Bill's fate will rest with a lottery, the standard practice for resolving tied votes during the last four years.

If the Bill does not pass before the summer recess it could fall completely as present opinion polls indicate the strong possibility of a non-socialist Government after the next general election due on September 19.

South Africa

'Whites only' council attacked

from Louis Hotz

JOHANNESBURG The legislation introduced by Dr P. W. Botha, Minister of National Education, to establish a South African Teachers' Council (TES, May 14) has run into criticism in its passage through Parliament. The main object of this measure, for which the teachers' organizations have long been asking, is to give teachers the same national status as professions such as medicine and the law and to take steps to uphold the highest standards of education.

Critics of the Bill, while welcoming the principle of a teachers' council, objected that membership, as well as its sphere of interests, were confined to White teachers only.

Opposition spokesmen pointed out that a council so constituted was bound to be effected adversely

internationally. Nor could the professional status of the proposed council be compared with that of other professional bodies. Unless teachers were better paid, they might ultimately prefer a trade union to a professional council.

In his reply Dr Botha said he was not opposed to a coordinating or umbrella body for all races but that it was first necessary, in accordance with the Government's policy of racial separation, for each ethnic group to have their own council, which would then be represented on the overall national body.

The Bill passed through its final stages on that understanding, while remaining in its present form for "Whites only".

Teaching Thinking

Edward de Bono

The just completed CoRT Action material provides a set of universal thinking instructions (focus, expand, contract, etc.) and accompanying symbol indicators, that can be used directly in other subject areas.

For details of CoRT Action and the other parts of the CoRT Thinking series write to: Direct Education Services Ltd., 1 Alfred Street, Blandford Forum, (T), Dorset DT11 7JJ.

Carl Slevin looks at the educational issues in the forthcoming Maltese general election

Mr Mintoff faces critics on left and right

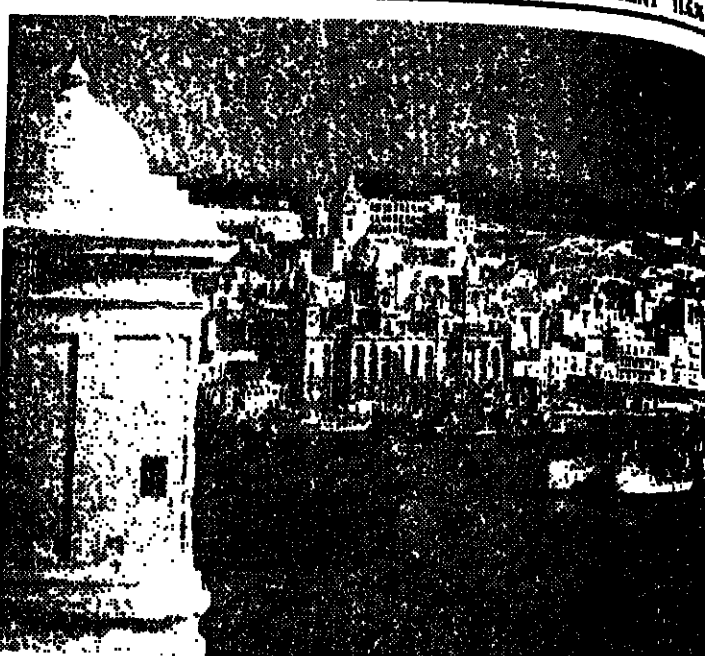
Education will be an important issue in the forthcoming general election in Malta, both as an issue in itself, and because of its interaction with economic and foreign policies. The election, which must constitutionally be called by October, is now expected to be held in August.

Since it came to power in 1971, the Labour Government of Mr Don Mintoff has undertaken a wholesale reorganization of the educational system at all levels. These measures have been consistently attacked by the Nationalist opposition led by Dr Burg Olivier and more surprisingly, by the Malta Union of Teachers which, with 3,000 members, represents most of the island's teachers.

The Government's stated aims have been to spread educational opportunity in what it sees as an extremely elitist society, to produce trained manpower which can be immediately absorbed into the national economy, to build educational links with other countries—especially in the Arab world—and to break down the widespread control exercised by the Roman Catholic Church.

The measures adopted to achieve the internal school system, the raising of the school-leaving age from 14 to 16, reorganizing secondary education on comprehensive lines, setting up trade schools to provide vocational training for non-academic children, creating a State-run nursery and pre-school education on comprehensive lines, previously to a large extent run by members of religious orders.

In general, the MUT accepts the Government's aims, but objects to the way in which they have often been carried out. The diversity caused by such widespread reforms undertaken so rapidly, and in particular the resulting breakdown in discipline, have caused a record number of parents to vote with their



Valletta: part of the waterside.

children's feet, and send them into the flourishing private sector. In 1973, private secondary schools had about 3,000 pupils; now they have 7,500.

With a new Minister of Education, whom the teachers' negotiators found more sympathetic than his predecessor, a general agreement was reached last summer which gave the teachers considerable salary increases and improved career prospects in return for acceptance of the restructuring of the system and the settlement of various outstanding disputes.

However, trouble broke out again very early, and the 1974-76 Administrative Report of the MUT, published last month, pointed out that many of the Government's undertakings had still not been implemented almost a year later. Apart from trying to speed up the reorganization and retraining of teachers and educational administrators, the MUT has been particularly concerned about the Government's failure to set up three "correctional schools" to deal with second-year pupils who disrupt classes.

Levels of violence in Maltese schools have increased considerably of late, partly as a result of raising the school leaving age by two years between 1973 and 1975.

The policy area in which Mr Mintoff and his Government have had most success is in persuading foreign governments, in particular China and Libya, to invest in Malta



M. Haby: parliamentary underling.

France

Government launches drive for more leisure activities

from William Farr

PARIS Schoolchildren this year enjoyed 209 days' holiday, an increase of 22 days since 1960. A generation ago most children left school at 14 to work or become apprentices. Most also came from families which could look after their children during holidays. Now that the number of schoolchildren aged three to 18 coming from all social classes has increased to 12 million, how to provide for their leisure time has become a priority problem which requires national action.

That is the view of M. Pierre Mazeaud, Secretary of State for Youth and Sports, who is to draw up programmes that will stimulate action by municipalities, schools and voluntary organizations.

M. Mazeaud argues most families do not have the children than in the past except that more of them can afford to send children away at least for part of the long vacation. Jobs for mothers are in full-time and either have the time or are not willing to look after their grandchildren. The churches, longer organized activities on the scale, municipalities and other organizations wishing to run children's clubs cannot find enough volunteer leaders or premises.

M. Mazeaud says that in contrast with Britain, the Scandinavian countries and the United States, French schools still do very little to organize clubs for sports, theatre and music outside school hours. These would take at least half of the weekly and occasional short holidays instead of leaving children to television, the only organized

leisure-time occupation which has increased.

Sports clubs currently exist in one third of the primary schools and in only around 500 secondary schools—though under a law passed last October every secondary school will soon be required to have a sports club for out-of-school games supervised by qualified teachers who will be paid supplementary hours.

Future Government assistance could cover the adaptation or building of premises or payment of teachers and staff. This would be mainly aimed at increasing facilities available during the weekly holidays and shorter vacations which most children spend at home.

An anomaly of the present situation is that many of the clubs which do exist are closed during holidays because they are run by people who are entitled to long holidays and who take them. For the longer periods, particularly the longer summer holidays, M. Mazeaud will seek ways to encourage the creation of holiday centres at moderate cost and of new kinds of centres with sports, nature study and manual

Details of the programme, and able, are to be announced later. In 1975 the budget of the Secretary of State for Youth and Sports was 1,900,000 francs (€200m), 0.75 per cent of the national budget; half of this sum went to pay the salaries of physical education and sports teachers in schools and universities.

Minister decides to stand for Parliament

M. René Haby, appointed Minister of Education in June 1974 as a "technician", is planning a political career. He has hitherto been seen as a politician and he has long been a party member. Minister after 25 years in research and educational administration.

In March, 1977, M. Haby will be a candidate in the municipal elections at Lunéville in the east of France, where the present mayor is retiring. He has also announced that he will run in the Luxembourg constituency, where he was born.

1978 M. Haby will have been Minister of Education for one year, a long time for any minister. He will only be 59. It is difficult to imagine him returning to the Ministry of Education as a careerist, having to accept instructions from another minister.

Holland

Nursery and primary sectors to merge

from Arnold Lissauer

AMSTERDAM It is expected that by 1983 nursery and primary education will be merged to form a new Basic School for four to 12-year-olds. Dr Jos van Kemenade, Education Minister, has already started planning this innovative operation which will involve 15,000 schools, more than 70,000 teachers and two million children. A Bill on this far-reaching measure will be introduced in Parliament next year.

Dr van Kemenade, who last week published a consultative Green Paper on the subject, told me: "The removal of the threshold between nursery and primary education means that education will become an unbroken process. The new Basic School will form one organic unit."

Under the planned new system children with learning difficulties will not have to repeat classes or be sent to special schools. At present about 10 per cent of first-year primary pupils are kept back every year because the teaching is too difficult.

In addition compulsory education will be extended to start at the age of five; four-year-olds will be able to go to the Basic School if they want. This will not create accommodation problems because in practice 97 per cent of the four-year-olds and 90 per cent of the five-year-olds are already attending nursery schools.

"What I am doing," the Minister said, "is to provide a legal framework for educational developments which have been under way for a very long time."

Flexibility will be the keynote of the new system. For each subject groups will be formed according to ability so that learning material will no longer be rigidly geared to one specific school year. There will be some simultaneous group teaching at different levels.

Committees in which parents or their representatives will form a majority will have a say in the running of the schools. Parents will also be able to aid teachers by helping with certain activities in the classroom. Overall responsibility, however, will remain with the headmaster and the staff.

New subjects to be taught at the Basic School will be simple English, simplified mathematics, health knowledge, civics and creative activities of many kinds.

I consider the introduction of English very important, not only because it is a world language and will bring the pupils into contact with another culture but also as an introduction to the learning of other foreign languages," said Dr van Kemenade.

An experimental training scheme for 1,000 future teachers in the Basic School will be starting in September and an in-service training scheme for 70,000 present teachers will begin in September 1977 and last three to four years.

Unesco's money problems rise as Israel dispute continues

from Our Correspondent

PARIS Unesco is facing serious financial difficulties for the current biennium. Despite an austerity programme which includes the freezing of vacant posts, the organization might still have to ask for an additional \$8m because of inflation, Mr Amadou Mahtar M'Bow, director general, told last month's meeting of the executive board.

The essential reason for the shortage of cash is the non-payment by the United States of \$2.7m of its 1973/74 assessed contribution, and of its total contribution for 1975/76, some \$38m, which represents a quarter of the budget.

The non-payment is due to a Congress decision not to vote any more money for Unesco until concrete measures have been taken to rectify what it considers to be three anti-Israel resolutions adopted by the body at a general conference on the basis of improper political motives.

Payment of assessed contributions is a legal obligation, and non-payment the right to vote at the general conference. This is the position in which the United States may find itself at the next general conference in Nairobi in November.

A document on educational and cultural institutions in occupied territories was discussed by the meeting. It is Israel argued that there were more educational institutions and more attending teachers than before the occupation. Territories used in the occupied territories were similar to those used in Jordanian schools, and that Israel was assisting the publication of periodicals on Islamic culture.



Dr van Kemenade: far-reaching innovation.

Australia

Government brings back cadet forces

from John Kirkaldy

SYDNEY The Government is to reintroduce cadet training schemes for the army, navy and air forces, Mr Jim Killen, Minister for Defence, has announced.

The cadet forces were abolished by the previous administration of Mr Gough Whitlam and the present Government pledged to reintroduce them in their manifesto for last year's general election. The delay in announcing the new plans for the cadet forces reflects the difficulties of resurrecting a force that many Australians see as outdated in a time of financial austerity.

The scheme will cost A\$7.6m (£4.80m) a year and will cover school and community groups. Mr Killen believes that the units should be in action by September. He also announced that a scheme for girls would be considered at a later stage.

Under the proposals, the Government will provide most of the financial support but various community groups will also be expected to assist.

The Government will provide A\$5.77m for army cadets, A\$1.19m for the air training corps and A\$640,000 for the naval reserve. This will include payment of instructors and compensation cover.

The Government will also provide uniforms, rations and accommodation for camp and subsidies for travel. There will be 14 regular servicemen and some 20 Defence civilian staff to supervise and provide assistance in the running of the cadet forces.

The total numbers of cadets involved would be army (32,000), air (5,000) and navy (4,000).

Although the figures are relatively small, the issue is an emotive one in a country where there is a strong tradition of military service. Australia's main public holiday—Anzac Day—for example, commemorated the landings at Gallipoli in the First World War and this has often been seen as the birth of Australian nationalism.

There were a number of protests when the previous Government abolished the cadets, particularly from the influential Returned Servicemen's League. The RSL is one of the most important pressure groups in Australian politics and most members of the Cabinet would at least be taken members of the local branch.

Before they were abolished there were 327 units in both State and independent schools and a waiting list of schools wishing to form a unit. In some church schools joining the unit was compulsory and, in many others, participation was very actively encouraged.

Mr Bill Hayden, Shadow Minister for Defence, said that under the new arrangements cadets would be provided with obsolete firearms for a short, fleeting and meaningless period of training. Parents would be asked to raise funds, he said, which might be better spent on educational equipment.

Also adopted was a resolution expressing "profound disquiet at the continuing infringements, according to the information received, on human rights in the fields of education, science, culture and information in Chile".

In his proposed budget to the Nairobi conference, Mr M'Bow only provides for a 4.2 per cent increase in programme growth, just over \$7m; but the conference will be asked to adopt a total budget of \$235,850,000 as compared with \$170m which it approved for 1975/76.

The main reason for this is the increase in actual costs of carrying out the approved 1975/76 programme, and further anticipated increases in 1977/78 due to inflation and depreciation of the US dollar, the currency in which all UN budgets are calculated. The cost is estimated at present at almost \$56m, which leads to a 38.7 per cent increase over the 1975/76 budget.

The United Kingdom member of the executive board, Mr Leonard Martin, under-secretary at the Ministry of Overseas Development, told the board that from now on Britain's Permanent Delegate to Unesco would be stationed not in London but in Paris, like other permanent delegates. He is Mr Dennis Carr, assistant secretary at MOD.

Italy

Year ends on note of inter-union hostility

from Dalbert Hallenstien

VERONA

The Italian school year closed last week on a note of bitterness and defeat, especially for the country's 800,000 teachers and school workers. Never has the profession been so divided and weak.

A compromise contract agreement, reached last week between Signor Franco Maria Malfatti, Education Minister, and the autonomous teachers' unions (Snals), clearly illustrates the impotence of the profession as a force capable of bargaining with the Government.

For months before the agreement Snals had been threatening an end-of-year strike which would have blocked all final examinations and pupil assessments.

It would have postponed the official closure of the school year indefinitely and disrupted the summer holiday plans of millions of families.

Snals, whose strength is mainly in the secondary schools, was agitating for the removal of the three-year State teachers' and school workers' contract which expired at the end of May.

It was also pressing for an immediate 20,000 lira a month (€14) increase to cover recent rises in the cost of living. The 20,000-lira adjustment has already been granted to all other State workers.

Simultaneously the confederated teachers' unions (CGIL, CISL, UIL), division within the profession, major left-wing political parties and whose strength is mainly in primary schools, were independently

bargaining with the Education Minister.

Last month, when Snals seriously began to threaten the regular conclusion of the school year, the confederated unions initiated a violent anti-Snals campaign, claiming that such action was irresponsible.

Political considerations, based on the closeness of the June 20 general elections, played a major part in this savage condemnation of the extremely unpopular Snals strike threats. This became especially obvious when Signor Luciano Lama, general secretary of CGIL, Italy's most powerful left-wing industrial union, openly denounced the Snals strike threat as irresponsible and suggested that the Government should break such a strike by automatically passing all pupils.

Faced with such massive criticism Snals decided last week on a face-saving deal, which it feebly proclaimed as a victory. The deal consisted of vague promises by the Government to give the teachers an unspecified monthly cost-of-living adjustment from June 1, the size of the increase is to be decided later, probably after the elections. An equally vague promise was given for the salary increases due over the next three years of the new contract.

The only real beneficiary of the inter-union dispute brawl is the State which has come out of the battle totally uncommitted to any significant increases in teachers' salaries over the next three years, and, given the magnitude of Italy's economic problems, and the savage divisions within the profession, prospects for post-election teachers' salary increases appear increasingly bleak.

United States

Attorney General pulls back from bussing intervention

from Michael Blynon

WASHINGTON Mr Edward Levi, the United States Attorney General, has formally announced that he will not intervene in the Supreme Court hearing of the Boston bussing case (TES May 28).

But only a few days after this announcement President Ford revealed that he is considering legislation to place a maximum five-year limit on court-ordered bussing and to restrict the scope of bussing that can be ordered within that period.

Mr Levi has backed down in an explicit reaction to the strong recommendation of officials within his own Justice Department. They argued that if the Attorney General used the Boston case to ask courts to have another look at the whole issue of bussing, this would be interpreted by millions in Boston and elsewhere that they could defy court orders and get away with it.

The President is strongly opposed to enforced bussing, and he is aware that so many voters. The issue has come to the front of the primary election campaign, and last week the President said in California—where a crucial primary has just been fought—that he would ask Congress to pass laws limiting the power of courts in ordering bussing.

He wants courts to respond every case every three years, bussing orders could not be extended for longer than five years; and in some cases legislation would be retroactive.

This last point however would be extremely controversial: making any legislation retroactive is of dubious constitutionality in America. It would reopen hundreds of control cases all around the country which have already been settled and where desegregation measures are now going into effect.

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Why parents prefer independent schools

Sir—Maurice Peston wrote in his "Personal Column" (May 28) last week "The real reason why independent schools are chosen is to get one's own children away from those rough boys and girls in the local schools, and especially in some cases the black ones."

It is fearful, this kind of thing. It is so attractive. Anyone concerned with education who has ever felt a radical twinge must have thought and said much the same, probably extending its application over the maintained sector and calling in question the desirability of any parental choice at all.

Those who demand choice are motivated by elitist and very likely racialist to boot: that is where the theory takes you, and its champions, who have generally completed their own children's education if they had any to educate, bask in egalitarian self-righteousness.

In fact it is not simply an appalling danger of over-simplification—it is an insult to the good sense of good parents up and down the land.

Parents whose main aim in life is to bring up their children carefully do not want them mixing with children whose parents are taking no care at all. They do not need sociologists to tell them that the strongest influence on a child is his peer-group, nor do they need the Black Paper editors to tell them

that children are not naturally good.

It is not a matter of class. The worst sinners among parents are the affluent ones (probably middle-class, if the label is thought useful) who do not wish to be inhibited by any obligation to provide a secure home for their children, and instead leave the au pair girl in charge and provide abundant money and glittering gifts as required. The recipients of such treatment are likely to be the most destructive influences of all on their peers.

Nor is it a matter of colour, apart from the minority of racially prejudiced parents whose vicious values may dictate their plans for their children. And apart—here is the rub—from the more widespread and reasonable awareness among parents that the presence in a school of a large proportion of immigrants can have an adverse effect on that school's standards of learning.

That last is an educational judgment, not a social one. The whole problem stems from our persistent inability, or unpreparedness, to separate the two. Some further, more significant, educational judgments must now be mentioned.

Careful parents tend to have a pretty clear idea, based on their own experience and/or observation, of what they think a good education is. They may not have kept pace with educational developments. Either way, they may not wish to entrust their infinitely precious children to the practitioners of these developments. Nor are they

prepared to risk sacrificing them to a community ideal of stability of which is unproven to say the least.

They expect that children should learn at school, rather better, the same kinds of things they learned, or wish they had had the chance to learn. They are not convinced that the headmaster and his staff will compete for university places, and be under the impression that there is a certain well-established way of achieving such an aim, which does not seem greatly to interest the local school and is not necessarily within its competence.

So, putting together social and educational motives, parents who can afford to do so take the course that, in their mature adult judgment, minimizes the risks and maximizes the opportunities for their children: they send them to independent schools. As for those whose local schools make them quail, but who cannot afford the independent alternative, their plight is heart-breaking.

PATRICK HUTTON,
Headmaster,
St Marylebone Grammar School,
London NW1.

Sir—If Professor Peston could persuade his former political master to increase investment in the counter-education so that no child was ever taught in a class larger than 25; so that each child could be small enough for every teacher to know virtually every child in the school—never mind his own colleagues; so that a school of 400 could offer sixth-form courses that

were "economically viable" in 22 separate subjects—including the un-Russian, German, Greek and Latin; so that there were 10 teachers in the classroom for every one bureaucrat behind a desk; so that the headmaster and his staff had complete control of the destiny of their school; in short, so that the state could see and could reach some of the standards common to the independent sector, then the need for private education would disappear overnight.

DAVID WATSON,
Librarian,
Dean Close School, Cheltenham.

Sir—Maurice Peston no doubt makes out a good case against the state schools, but what of those independent schools (mostly expatriate, secular, co-educational and founded in this century) to which parents do not send their children for any of the reasons mentioned by him?

Somewhere in the vaults of London Weekend Television there must be a tape of the Frost programme (October, 1973?) on which Mr Roy Hattersley that very question. Before he was drowned by the shouts of others contributing to the bear garden atmosphere of that programme, I distinctly remember him saying that his plans were implemented, special arrangements would be made in the case of schools like mine.

I wonder if he is now too busy to write a little more about that?
JOHN WIGHTWICK,
Headmaster,
Dartington Hall School,
Totnes, Devon.

Conversations with 'ma tante'

Sir—Ms Brander, in her letter on foreign language assistants (May 28) asked for comments and observation.

My experience is that the foreign language assistant does become despondent, though none of mine has yet left prematurely. The reason is, as she says, that pupils are tongue-tied; they are, moreover, unwilling to make a serious effort to speak the foreign language in front of even a small group of their peers. I wish, as a consequence, that they knew even the present subjective forwards—let alone, as she suggests, the perfect subjunctive backwards.

Observation leads me to conclude that in trying to teach the spoken language in preference to formal grammar, we have succeeded in teaching our pupils neither. Despite endless repeated clichés about time and wonder at the early years of secondary school, our pupils are neither minimally articulate in the foreign language, nor aware of its grammatical basis.

When in desperation the assistant tries ineptly to teach grammar as a way of filling in the embarrassing weekly encounters, he oversteps his mandate and produces worse confusion.

The assistant's main use is as a found of knowledge, an unblinking reference dictionary of contemporary usage of great value to the aging teacher and a healthy corrective to the rapidly out-of-date textbooks on life in France/Germany today. The assistant is learning over teach our pupils. His future use is limited to the staff and the more willing and extroverted potential examinees, so let us not turn him loose on our beginners and intermediates. And, since every one of our staffs accept means one of our's taking over there, let them keep coming in, in the probably not too distant future, we realize we cannot really afford them any more.

M. LLOYD,
36 Ladbroke Road,
Wootton, Bedfordshire.

The importance of being able to spell

Sir—Peter Medway's article "Let down by spelling" (May 28) needs answering because it is typical of the muddled thinking that has bedevilled English teaching for the past 20 years.

What does he want? Not, he tells us, "an abandonment of all concern for spelling in school". However, after an attack on industry and commerce for treating correct spelling as a status symbol, he concludes that he is "advocating a lowering of standards". He does not state clearly whether they are to be lowered by teachers' examinations or employers or will all three agree simultaneously that the written word should be "simply allowed to float with no restrictions".

The idea of a moratorium on spelling is not new. It was proposed in the early 1930s by Hugh Davies in *Grammar without Tears*. But it hasn't happened, and there is a good psychological reason why. The employers, as Mr Medway recognizes, "don't want to look like backward pupils". The solution, to regard this attitude as reprehensible, might have found typists who are sloppy about spelling are sloppy about other things.

Since he is so vague about his

aims, I conclude that his article is no more than an attempt to relieve his feelings of guilt, and those of other teachers, after ceasing to bother about the spelling mistakes of those pupils whom he calls "the free-lancers".

He describes them very accurately: "They work when it suits them and they pick and choose what topics they'll put any effort into regardless of the teacher's grand plan." I recognize, and have experienced, the practical difficulties of teaching such pupils, but what perturbation is the one of judging standards with which Mr Medway describes them. Their attitude, after all, is purely selfish, and if we abandon our own standards in order to win their cooperation, we simply encourage their selfishness.

I do not "try to defend as sensible" the present system of English spelling, but I believe, as Mr Medway admits he does, that "ideally it would be nice if every teacher, it is not to stop bothering, but to press the Government to perfect system would be impossible. A few modifications would remove many of the bad speller's difficulties."

Most of the problems Mr Medway

encounters from his free-lancers result not from the illogicalities of his system but from the fact that primary teachers have been persuaded (by inspectors or advisers who should have known better) to ignore spelling for fear of damaging creativity. Most young children do not mind, and can actually enjoy, learning to spell. If the exercise is left till later they understandably find it a bore.

In my experience the free-lancer who does not bother about spelling mistakes also does not bother about punctuation, legibility, diction, or any other kind of detailed accuracy. If it is made to, if a teacher decides that he will accept no spelling without protest he can too easily drift into accepting so long other forms of inaccuracy as the writing is lively.

Mr Medway is right of course in saying that the central vision of English teaching is "getting pupils to be skilful, flexible, and successful, fluent, and language well-tuned in their language". I simply do not believe we help them to achieve this by encouraging them to spell haphazardly when they

Free-for-all in the playground

Sir—Your report on the Council's findings on playground accidents (May 14) should make all think about the safety of playgrounds. As an independent school, we have one of the most dangerous and constructive periods in the day.

The typical city school playground consists of a large asphalt area, one or two climbing frames, a garden or grass if it is of bounds.

Under these unstimulating conditions, virtually the only available activities are of the "skinned knees or cut lips" type. Those children who manage to climb the climbing frames are of cracking their skulls open on unyielding ground below them. A number of children playing at one time on the same equipment are in a state of constant supervision by one teacher. While she is busy with a weeping five-year-old or sorting out a dispute, the other children are left to their own devices.

During playtime our ideal is to let the children's natural inclinations develop. The worst types of social and emotional interaction are fostered: more aggressive children dominate, and the shy ones withdraw.

With a little more thought, thinking, playtime could be made safe and worthwhile learning. Times could be staggered, and the same 15-minute period, for example, could be divided into three 5-minute periods. These classes would be supervised by a teacher and a helper, such as a parent. With the number of children thus reduced, and the number of supervisors increased, safety is encouraged.

Small PE equipment such as balls, beanbags, and hula hoops could be made available. PE mats or other cushioned materials could be placed under climbing frames, and "safety mats" could be used. A quiet area with books, table games or painting could be set up for those who do not wish to participate in vigorous play.

This short period of quiet activity would be more useful than the present hazardous and wasteful free-for-all we call playtime.
SUSAN J. MICHELL,
1562 SW 63rd Avenue,
Gainesville, USA.

Jobs: overtime... married returners... training costs

Sir—One way of creating new jobs for teachers, in further education at least, would be if the unemployed teachers, of course, were encouraged to implement an overtime loan.

In further education there are many sections where an extra full-time member of staff is urgently needed, but where instead members of staff work ludicrously long overtime hours. This is a waste of educationally undesirable (because it drastically limits the time left for preparation of materials, etc) and morally untenable. The benefit to students is also questionable. Surely, as professionals, should be concerned with their welfare. The Unions Commission concluded that overtime was inefficient.

Nor is the present attitude compatible with self-interest, which seems to be the predominant motive in all such union matters. A branch secretary of NATEU said to me that the only time the union seemed to be important to members was when they asked him if their salary increase had been approved and would be included in their current pay cheque. Other matters did not seem to concern them.

If we are to organize ourselves into trade unions, let us behave like adult trade unionists of the 1970s, alive to political realities, and not living in the fantasy world of Greyfriars School.

Let us remember the motto of the trade union movement, "unity is strength", and turn aside from this selfish individualism which has made us, as a profession, an easy target for exploitation. Those who are self-interested and opposed to the collective ethic would do well to consider that there may come a time when we need to make a stand, and when that time comes divided we fall.

JANET ROTHERHAM,
5 Devington Court,
Wetherby, West Yorkshire.

This very unselfish (and even more unlikely) gesture would create a pool of money out of which to pay the salaries of at least some of the unemployed trainee teachers. A supportive measure rather more masculine than the languid efforts made by teachers so far. The trainees so recruited would help to maintain, even improve, the staff ratios, whose threatened deterioration has sparked off the recent action by the NAS/UWT in some parts of the country.

For my own part, I am satisfied with my salary, but not with my working conditions. It would be well worth foregoing an increment or two to pay for additional staff if it meant a reduction in class numbers and/or contact time. I could teach 25 more effectively and with less stress than 30 or more, and I am willing to pay for the privilege.
DAVID FARNHILL,
9 Legent Avenue,
Colne, Lancashire.

Pressed men but they passed

Sir—I agree with many of the fears about the state of modern languages in schools expressed by Dr Pettit (May 21). It seems, however, that he omits two vital facts.

When I taught in grammar schools (including Dr Pettit's), French was one of the three or four compulsory O level subjects taken by almost all pupils, whether they liked it or not. Many of these pressed men passed. In comprehensive schools, French is not compulsory and most pupils choose not to take it for their public examinations. In fact, two thirds of pupils taking French in secondary schools drop it after two or three years.

In the typical selective schools I taught in, the option at O level was the usual range of arts and science subjects with few extras—about 15 or so. In my son's school (a former grammar school) he has just been offered 35 subjects to take at O level and/or CSE. I am sure that many grammar

Let us make a step toward growth by helping our unemployed colleagues in a lasting on an overtime loan immediately. And if that is not forthcoming from the rank and file, let the union executives take the initiative and demonstrate that they really represent the interests of all their members and not the elite of so-called career teachers.

M. R. SIMPSON,
Flat 67,
Fawdon Park House,
Newcastle upon Tyne 3.

Although I am full of concern for the problems of new recruits to teaching, experienced women teachers have to be considered.

I am typical of thousands of women. I taught and gained professional qualifications for 16 years, recently withdrew for six years, to rear my family, and have been applying for posts since last September in vain. I am worn out with filling application forms, and very unhappy about the future of women in society.

I feel the authorities have an obligation to provide jobs for those women already deeply committed to teaching who are absent temporarily, to give birth to and rear the future generation. Many draw out the superannuation to keep the family going and rely on getting back to work as soon as is right.

The situation makes a mockery of higher education for women in Britain. I find it difficult to face those women who left school at 15 and never embarked on a profession and wonder what to advise the present 16-year-olds in this regard.
JANET ROTHERHAM,
5 Devington Court,
Wetherby, West Yorkshire.

Let's give up our increments

Sir—I am not entirely sympathetic towards those trainee teachers facing some difficulty in obtaining posts. It seems to me to be asking a lot to expect grant aided, full-time, extended school, and immediate absorption into a secure, working life-long career. If there is a child with blowing, then it should be felt by all sections of the community. That said, I should like to offer a possible solution to teacher unemployment, which has one merit: it would be a sound, and when that time comes divided we fall.

Rightly or wrongly, the Government see wage restraint as a means of rehabilitating the economy, and they are in the process of negotiating a wages agreement. No matter what salary increase is agreed, it will not be equitable, and it will be nearly adjoined by all those, including teachers, enjoying the benefit of annual salary increments. In all fairness, we ought to consider foregoing the increment for a year or more (why not? Some day the country will have to balance its books).

This very unselfish (and even more unlikely) gesture would create a pool of money out of which to pay the salaries of at least some of the unemployed trainee teachers. A supportive measure rather more masculine than the languid efforts made by teachers so far. The trainees so recruited would help to maintain, even improve, the staff ratios, whose threatened deterioration has sparked off the recent action by the NAS/UWT in some parts of the country.

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Sir—Your front page leader (May 28) states "Alongside the unemployed teachers—and only a proportion of those who unsuccessfully seeking teaching jobs will actually remain unemployed—are a million and more other unemployed people".

It is illogical to suggest that a trained teacher should take a different job which could be filled by another unemployed person. One of the two will jobs exist for teachers in over-large classes.

Surely the point to be considered

is the difference between the cost of an unemployed person and an employed teacher, bearing in mind that the latter will pay back out of his salary 6 per cent in superannuation, 54 per cent in national insurance contributions, plus 35 per cent of his taxable income in income tax.

The benefit to both children and teachers in human terms is worth the small difference in cost.
M. MASTERS,
58 Blacketts Wood Drive,
Chorleywood, Herts.

Sick spectacle of sit-ins

Sir—As a member of a local education authority who has consistently opposed attempts to worsen pupil-teacher ratios, I am saddened and sickened at the spectacle of thousands of student-teachers "occupying" their colleges at the wholly irresponsible behest of the National Union of Students.

Behaviour of this kind is irrational, anti-social and likely to worsen rather than improve matters. It is also completely irrelevant. I will not save a single job for a single aspiring teacher. By attempting public opinion, it may do just the opposite.

Many people will ask themselves whether they really want their children to be taught by people whose behaviour is so silly and irresponsible. I confess openly, as one who has served on many appointing committees, that if I have to choose between two candidates of equal qualifications, of whom one had and the other had not participated in the sit-in, I

would have no hesitation in preferring the teacher who had shown some sense of social responsibility in refraining from being sheep-herded into activities which are as ineffective as they are loutish.

I was of course aware of that and will be even more delighted to hear of greater support being given by the NUT to more empirical educational research, together with some reduction of public expenditure in pursuit of yet more theoretical formulations. These are important but it is more to the point to test them where possible than to keep on noisening about them—especially the more worn and discarded ones.
GORDON W. MILLER,
University of London Institute of Education.

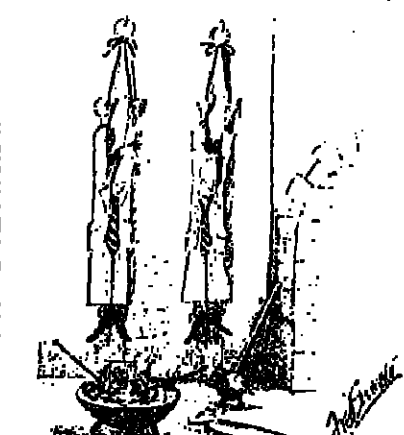
Sir—Neville Bennett's message has not fallen on deaf ears. An eight-year-old requested advice from her teacher on new equipment for her serial case, with the observation "I feel he needs a challenge".
J. STEWART COOK,
37 Frances Road,
Windsor, Berkshire.

Testing time

Sir—I am delighted for Mr Wainwright to point out that the Education Research Board supported Neville Bennett's research. I was of course aware of that and will be even more delighted to hear of greater support being given by the NUT to more empirical educational research, together with some reduction of public expenditure in pursuit of yet more theoretical formulations. These are important but it is more to the point to test them where possible than to keep on noisening about them—especially the more worn and discarded ones.
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J. STEWART COOK,
37 Frances Road,
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"You can say what you like, but give me a canning to a suspension any day."



You have some sixth-formers with an interest in teaching, and the ability to make the grade. But they're probably uncertain of the specific role they will want in three years' time, and possibly worried at the present time about a future in education.

As you appreciate, there is a stronger case than ever before for getting their career objectives into sharp focus before they start training. Let them talk to Ted Mears, who heads the careers and advisory service at Sheffield City Polytechnic. He may hold the key to their problem with sound vocational guidance and advice on the most marketable qualifications.

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The Faculty now offers first degree courses in education, a Post-Graduate Certificate course and in-service courses for teachers as well as Professional Studies and Physical Education. Excellent student support services demonstrate an interest in the individual which belies the size and scope of one of the country's biggest Polytechnics.

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TEACHERS' ASSURANCE

TEACHERS ARE ON GOOD TERMS WITH TEACHERS

Coventry set to take on Europe

by Asif Khan

A team of 40 young British athletes and swimmers leave for Geneva today to take part in an international sports meeting.

The party consists of school children aged 11 to 15 from Coventry. Among the officials accompanying them is Mr. Eric Hagard, the city's education adviser, whose aid raising has made the trip possible.

The children will be competing against teams from 11 cities representing different European countries, including some from behind the Iron Curtain. For the first time coloured children will figure in this European event, as some of the Coventry youngsters are children of immigrants.

Participation is limited to individual cities rather than countries, and one condition is that the children must have been born in the city they represent. Coventry is the only city from Britain taking part.

The games are held every two years and draw around 500 young athletes and swimmers. A table tennis competition is also organized during the games.

The trip is costing about £2,000, most of which has come from donations from schools, other organizations and individuals.

Coventry City Council, who have sponsored youth teams in the past but who withdrew support for the Geneva trip because of a financial crisis, decided at the last minute to give £250. They decided to chip in because they were impressed by the fund-raising efforts.

Coventry had planned to be hosts for the 1978 games but have pulled out because of the cost.

In the last youth games in Darmstadt, West Germany, in August, 1974, Coventry won 48 medals, including 20 gold medals. This was a vast improvement on their tally of nine at the 1972 games in Graz, Austria.

Outstanding performances at Geneva can be expected from athletes Elizabeth Little, 14, a pupil of Cardinal Wiseman School, Coventry, and Karen Baker, 14, of Tile Wood School.

Elizabeth who is unbeaten in the high jump this season, was a member of the British team that took part in the International Catholic Student games in Malta in April and won a gold medal with a record leap of 1.60m.

England coast to 6-1 win

by Norman Creek

England's under-15 schoolboys completed their 1975-76 football programme with a well-deserved victory over France at Wembley on Saturday. Of the eight internationals played during the season, they have lost only one—against West Germany in Berlin.

It was obvious early on that the French lacked skill, determination and physique, and although England led only narrowly at half-time, the second half was one-sided. Victory by 6-1 was a fair result of a most enjoyable game.

Schoolboy soccer rarely fails to please, and this game was no exception. It was fast, clever and skillful, with a number of outstanding players on both sides who may have a real future in the game. It was fitting that the "man of the match" should be Paul Walker, England's captain. He was totally involved in the game; he scored two splendid goals and, as if to show that even he could make mistakes, he shot wide from one penalty after scoring from an earlier one. Brentford are fortunate to have this youngster on their books.

England began strongly and took the lead with 10 minutes through Ritchie. The same player who bit the post after good play by Allen, who himself had a shot brilliantly saved by the French goalkeeper, England went further ahead when

13-year-olds among the Olympic 'water babes'

by Stanley Levenson

Sharon Davies of Plymstock School, Plymouth, is certain to be the youngest member of the British Olympic team going to Montreal next month and she could well be the youngest of the 10,000 competitors from all over the world.

Sharon will not be 14 until November 1. She and another 13-year-old, Joy Beasley (The Earls School, Halesowen), 14 in July, have won their way into the 43-strong swimming and diving squad.

Sharon, who came up through the age group swimming network, is, according to her mother, very matter of fact about her selection for the Games. She is obviously a water hound in more ways than one—when she is not in the water swimming she likes to go fishing.

This is not too often as her training programme of 15 hours a week means she has to start swimming at dawn and later in the evening. She is expected to be thinking about going to bed.

Because of the shortage of pools, this sort of routine is the lot of most serious competitive swimmers and is the case, too, for Joy Beasley. Joy is Britain's leading female swimmer and broke the national senior record during the Olympic trials. She is also schools champion and record holder.

More than a third of the Montreal team are still at school, which, even allowing for the precocity of modern swimmers, is a high proportion.

Kim Wilkinson, a 14-year-old at Nicholas Chamberlaine School, Nuneaton, completes an all-around 200 backstroke trio with Sharon and Joy. Miss Beasley also tackles the 100m event and will probably be in the men's 1,500m freestyle.

Both the men's 1,500m freestyle and the women's 100m freestyle are schoolboys' world championships. Bronze medalist David Barker (Hoblake School, Coventry) and Paul Sparkes (Eastfield High School, Mitcham, London).

The annual Nestlé tennis ladder competition is now under way again with as many competitors as last year's record entry (37,000) and as many schools (1,500).

The competition takes its usual format: each ladder has 24 steps and the aim is to beat those higher up and get to the top, which is a pass to the regional competitions leading to the grand final at Queen's

Millfield School provides three—Joanne Atkinson (Chatterbox), who has been on a six-week diet to lose weight, Duncan Goodhew (100m breaststroke) and Peter Lerpiniere (200m backstroke).

Lerpiniere is preferred to Gary Abraham (King Edward VI School, Southampton), who best him in the schools championships. Abraham, however, gets in the team as a relay swimmer, as does Britain's top sprint freestyler Debbie Hill (Paris-mouth).

The only girl freestyler for Montreal is Sue Barnard (200 metres), who left Bromley High School, Kent to go to a boarding school in Wales so that she could get extra coaching from Dave Miller, one of Britain's top coaches.

Other "academic" members of the team are breaststroke Debbie Rudd (Tudor Grange School, Solihull), butterfly girl Sue Jenner (St Mary's School, Euscliffe, Middlesex), Anna Adams, of Cardiff, who will swim butterfly and medley in Montreal, Duncan Cleworth (Bolton Institute of Technology), medley man, and Chris Snade (Harrow Lodge Comprehensive School, Harrow, Essex), the senior and schools springboard diving champion.

Additions to the educational content of the team are Alan McClatchey, Sean Maher and double world champion David Wilkie, all at United States universities.

Montreal money

Children at Water Orton School, near Birmingham, have raised more than £1,800 for the British Olympic team after a sponsored walk around the school's grounds.

Last week, sprinter Ainsley Bennett, a member of the Olympic squad, called on the children to thank them and to present them with Gold Award certificates. Those who raised more than £20 received "Montreal Ted" t-shirts.

Club, London, on September 11. Prizes for the winners and other outstanding players to help with travelling and tournament expenses.

This tournament, considered to be the largest of its kind in the world, has been a nursery for several youngsters who have made it in senior ranks. One of the best known products is Michael Taylor, the 1971 winner, who is now making a name for herself on the British circuit.



Spot on: Paul Walker's penalty kick leaves goalkeeper Kroemer helpless.

Walker scored from the penalty spot, just before half-time, France reduced the lead when Bousson made a grand run and centred accurately for Buscher to score with a powerful volley.

In the second half there was no doubting England's superiority. Allen confined us of his father's displays for Tottenham Hotspur by dribbling past two French defenders before finishing with a shot which was brilliantly saved by Kroemer. But Walker made the game safe for England with a brilliant run and a



Heritage Chapel at Ann-huyr, near Pympridd, drawn by a 19-year-old boy, is one of the illustrations from Education and Heritage, a report on the work done in schools during European Architectural Heritage Year.

The report should provide a useful guide as next year has designated Heritage Education Year. Country house owners, educationists met recently in Derbyshire to discuss plans to open to anyone interested a teaching of reading details. Mrs Anne Robertson, 75 Spring Park, Twyford, Reading.

In brief

Curriculum costs up

The Schools Council will have to pay an extra £18,000 to complete eight curriculum projects which have already cost more than £1.5m. These payments include £23,200 to the History 13 to 16 project, £12,350 to the Moral Education 8 to 14 and £16,600 to the Structuring of Play in the Infant/First school. All the projects have run out of time and money and need the extra cash to allow the results to be published.

The Religious Education in Primary Schools project has been given £60,000 more materials. Illustrating possible approaches to religious education in primary schools. Integrated Science gets an extra £18,000 to ensure they continue to prepare for a common 16-plus exam and for integrated science at O level.

£84,000 appeal

Oswestry School, an independent school in Shropshire, has raised £84,000 for a five-year development programme. By 1980, the school hopes to have a new indoor swimming pool, an art and craft centre and new sixth-form studies, common rooms, classrooms and laboratories.

Tree collection

Thirty acres of farmland belonging to Manchester University is to be the site of the Great Arboretum, a new collection of trees and shrubs. The arboretum which is to be opened by the Honorary Chairman of the Botanical Society, on Monday (June 14), has been started by the Cranada Foundation, set up to promote arts and sciences in the West, and by the university. 35 hoped schools will be among those using it.

People

Dame Mary Green, former head of Kidbrooke School, South London, is one of those moving to the Press Council, the governing body of the London School of Economics and serves on the council of the City University. Appointed with her to the Press Council is Professor G. H. Lawrence, professor of medieval history at Bedford College, London University.

Sir Toby Weaver, who retired three years ago as Permanent Under-Secretary at the DES in charge of the schools branch, has been elected to the council of Clifton College. Sir Toby, an old boy of the school, is now professor of educational administration at the Open University.

Mr Jackson Hall, deputy education officer for Manchester, is to be director of education for Sunderland. He succeeds Mr John Hirdges who retires at the end of this month.

Schools

The Reverend A. G. Jones, curate of St Mary's Church, Twickenham, Middlesex, to be head of Arch-Croydon.

Mr Peter Watts, deputy head of Sheppey Comprehensive School, Kent, to be head of Shroton Comprehensive School, London.

UKRA in Berkshire

A new branch of the UKRA (United Kingdom Reading Association) opening in Berkshire. An inaugural meeting at Maidenhead on June 17 will be chaired by Mr James Pater, principal of Bulmershe College, open to anyone interested in teaching of reading details. Mrs Anne Robertson, 75 Spring Park, Twyford, Reading.

Sixth-form colleges

A new list of sixth-form colleges has been published by the Masters' Association. The Compendium of Sixth-form colleges from Mr G. R. S. South East Derbyshire College, Mundy Street, Hemm, Derby DE7 7DZ, £1 post free.

Tree collection

Thirty acres of farmland belonging to Manchester University is to be the site of the Great Arboretum, a new collection of trees and shrubs. The arboretum which is to be opened by the Honorary Chairman of the Botanical Society, on Monday (June 14), has been started by the Cranada Foundation, set up to promote arts and sciences in the West, and by the university. 35 hoped schools will be among those using it.



Dame Mary Green

Mr Bernard Smith, vice-principal of Waltham Forest College, Waltham, London, to be principal of the College of Building and Planning Education, South London.

Universities

Mr. N. Horton Smith, reader in German literature, to the chair of German literature at Liverpool University, to a chair in biology at Salford University.

20/21 Design and environmental education

22 Arts features

23/28 Books: autobiography; politics; psychology; drama

Resources: Audio-visual; 29/31 materials; geography

Talkback: West Indian language; 32 young footballers

Falling to care



Nicholas Hinton suggests many schools are falling down on the job of keeping their children out of trouble

Illustration by Bill Sanderson

Few would deny that juvenile delinquency is a major social issue. Crime in all age-groups has increased considerably, and juvenile crime follows that pattern. Particularly disturbing is the increase in violence committed by people under the age of 17. Many of the arguments about possible solutions and remedies have centred around the 1969 Children and Young Persons Act, the last major piece of legislation affecting young offenders.

In December, 1973, a sub-committee of the Commons Expenditure Committee began an inquiry into the working of the 1969 Act. Interrupted by two general elections, the committee, which was chaired by Mrs Renée Short, MP for Wolverhampton, eventually reported last autumn. And we can expect legislation now that the government have published a White Paper on the Act.

The 1969 Act aimed to provide a framework for dealing with children in trouble outside the courts and, in the community, rather than in institutions. It restricted the powers of the juvenile court magistrates and increased the responsibilities of social workers, particularly local authority workers. Most people acknowledge that the timing of local government reorganisation made it difficult for social service departments to respond to the increased tasks that they had been given under the 1969 Act, but those to whom the Act looked to provide a new community-based system for people in trouble must bear a share of responsibility for our failures.

Although local authority social services departments are the most important of the agencies, any system dealing with human beings must draw upon the support, expertise and commitment of a wide range of disciplines. Education authorities, youth services, the police, community relations organizations, employment services and voluntary organizations all have a part to play. Each is partly to blame for our inability to cope with juvenile delinquency.

The arguments surrounding the 1969 Act fall into two categories. The law enforcers, police and magistrates, have pressed for tighter court sanctions, looking back with nostalgia to before 1969. Social workers and others argue that the Act should be given a chance. They blame the current government for failing to make sufficient resources available. On balance, the law enforcers seem to have gained more publicity, helped by the obvious rise in serious juvenile crime, which never fails to provide newsworthy stories.

Renée Short's committee steered a middle course. Magistrates can take comfort from the fact that in some cases tighter

court controls, including a secure care order, are recommended. The probation services, whose reputation in the eyes of the Courts has been enhanced since local authorities took over some of their responsibilities, should retain a mandate for young offenders. Those who wish to maintain the principles of the Act will be encouraged by the report's conclusion that there should be "a major shift of emphasis away from custodial and punitive techniques towards intermediate schemes, supervision, and a much greater use of non-residential care, especially fostering".

It is clear that help for children in trouble will continue to depend on a network of community resources. Education authorities, teachers and schools have a major part to play. There are many examples of good practice by I.E.s, but some schools seem virtually unconnected to the other agencies.

A school's primary function is to teach, not to provide a social welfare service. Yet a failure to acknowledge and overcome the obstacles that prevent a school from fulfilling this primary task must surely put it out of business. Lady Plowden, chairing a conference on crime prevention, asked how schools on crime prevention will depend on how far children see their school as a part and extension of their community.

The most important school and community link is their parents. Juvenile crime is a family responsibility, so control and prevention must involve the family. If a young offender has built up a rela-

tionship with a social worker, which excludes the family, he is more likely to commit further crimes. Social workers can rarely replace parental care. Parents, particularly of delinquent children, must be encouraged to take an interest in schooling.

Truancy undoubtedly contributes to crime, and it is, therefore, a focal point for any school that attempts to control and prevent delinquency. A satisfying curriculum and sufficient remedial teaching are important. Equally important is an education welfare officer, trained and with time to intervene before odd days off become permanent truancy. One of the expenditure committee's recommendations was that where the main cause of concern is a child's failure to attend school, the education welfare service should become a supervisor. Education welfare officers should also receive more training.

Many children will still fail to attend school. In some areas out-of-school programmes have been established, and in others home tutors are employed. Judging by their ability to get children to attend, many such schemes are a success. NACRO run an alternative education programme as part of a project for teenagers in Hammersmith. Most children referred to the project are not attending school and they are frequently on the verge of receiving a care order. Their attendance rate is high, at 90 per cent.

The courts refer children to the Hammersmith project through a deferred sentence. Used with alternative education programmes, this seems an effective way of dealing with a persistent truant. The Hammersmith education programme, in common with similar schemes, find

that getting children back into local schools is a major difficulty, though they have found one school which will take them.

Renée Short's committee pointed to another area of involvement for teachers: liaison with other agencies. The appropriate recommendation reads: "That liaison committees representing magistrates, teachers, social workers and probation officers should be set up in every local authority in respect of children and young people to discuss not only the progress of individual children in care or under supervision, but also more general matters such as the development of intermediate treatment. These committees should be able to require police officers to attend where appropriate." In some parts of the country such projects have been developed; in others teachers are often accused of dragging their feet.

The other crucial link is between school and work. High unemployment among school-leavers makes matters worse, but we are still looking for ways of preparing young persons for the formidable leap from the classroom to the shop floor. The 1969 Act is likely to be given a second wind—but if its excellent intentions are to be preserved and translated into action, we must do all in our power to create the necessary network of community resources—and that includes schools.

Nicholas Hinton is director of the National Association for the Care and Resettlement of Offenders.

Opening many doors

Eileen Adams describes a school-based project which attempts to break down the barriers between art, design and environmental education.

Design education in schools has tended to concentrate on product and graphic design and has neglected the built environment. In recent years geographers have given a good deal of attention to environmental education, but they have not, naturally enough, emphasized the visual and design aspects. Developing child-centred approaches to the complex study of cities is difficult, since few teachers have available the necessary experience of planning and architecture.

The Front Door Project at Pinlicko School began as an attempt to improve this. The school is a five-year-old comprehensive of 1,650 pupils in the middle of London, in a building with many arresting architectural features. It is in a Victorian area surrounded by twentieth-century council estates and commercial development. With a large and busy art department and convenient location, the school offered a promising setting for the Front Door Project, which fitted well with a number of school policies, including a new community education course.

It was set up by the Inner London Education Authority's art inspectorate in cooperation with the Greater London Council department of architecture and civic design and members of a Royal College of Art research project on design in general education. The original aim of the two-year experiment was to involve teachers and architects in a working partnership to devise a course of design and architectural studies based on an investigation of the urban environment. This was intended to be a permanent feature at Pinlicko, and set a pattern which other schools might find useful.

In devising the syllabus we have not been concerned with a body of knowledge. We do not think we have to identify examinable facts which the children must remember; instead we wish to foster direct experience, observation and learning. The aim is to encourage an awareness of the environment as a three-dimensional reality and to show that it has not been created by chance but by human activity, thought and decision. Based in the art department, the projects have a strong visual bias, with the emphasis on visual recording, presentation of information and interpretation of ideas. The first step was to encourage the children to look, to become more aware of and sensitive to their surroundings; the next, to help them to be more informed about their environment; and, in the long term, to help them develop a greater concern for it and encourage their active participation in its development.

Front Door had at first to use whatever lesson time could be made available. I was appointed as a "resource" for the lower school and could join in various groups to develop a Front Door study as part of their art course. I worked with a dozen groups, and the work we did was developed by the regular art teacher with other art classes, so that every class was introduced to Front Door. Fourth-year students from the community education programme spent one afternoon a week for a term on the project, and sixth-year students could choose a Front Door study for one afternoon a week as part of their liberal studies programme.

At first, communication between architects and teachers was not easy because neither had a clear idea of their own or the other's possible contribution. But as the autumn term went on, the architects involved themselves in art lessons as auxiliary teachers and so learnt more about the children for whom they were trying to design courses. They began to have a better idea of the children's level of comprehension and ways of understanding. They had to grasp the organization of the school—particularly the fact that most activity had to be done in weekly blocks of one hour and 10 minutes and one half-day session for older pupils. We all had to discover what resources were available in the environment itself, what other interested parties were and possible methods of working.

The first-year scheme concentrated on familiarizing the children with buildings in the immediate neighbourhood. We started them by recording information in sketches, diagrams and maps, mostly from observation in the street. The emphasis was on accuracy and observation and clarity of presentation, and the results used as a basis for imaginative work in the following art lessons.

Second years were asked to consider the street and its various visual experiences. Discussion centred on the use of visual symbols to communicate information. One of the most popular projects was an account of the journey to school. Other second-year classes worked from direct observation in the neighbourhood. They concentrated on a small

area to look at the interrelation of buildings, or the relation of solids and voids. They exaggerated details of their drawings to form the basis of larger paintings, to explore shape and pattern.

The third years focused their attention on shops, their appearance, layout and function. The area has shops ranging from the street market and small Victorian corner shop, to shopping parades, supermarkets, multiple stores and, soon, a pedestrian precinct. With some fourth and sixth years, we made slides and contributed to the commentary for a BBC radio vision programme on town centres and shopping areas. This suggested the possibility of children producing learning resources for other children, an idea we have now developed.

Studies undertaken by the fourth-year Front Door groups, either in the form of

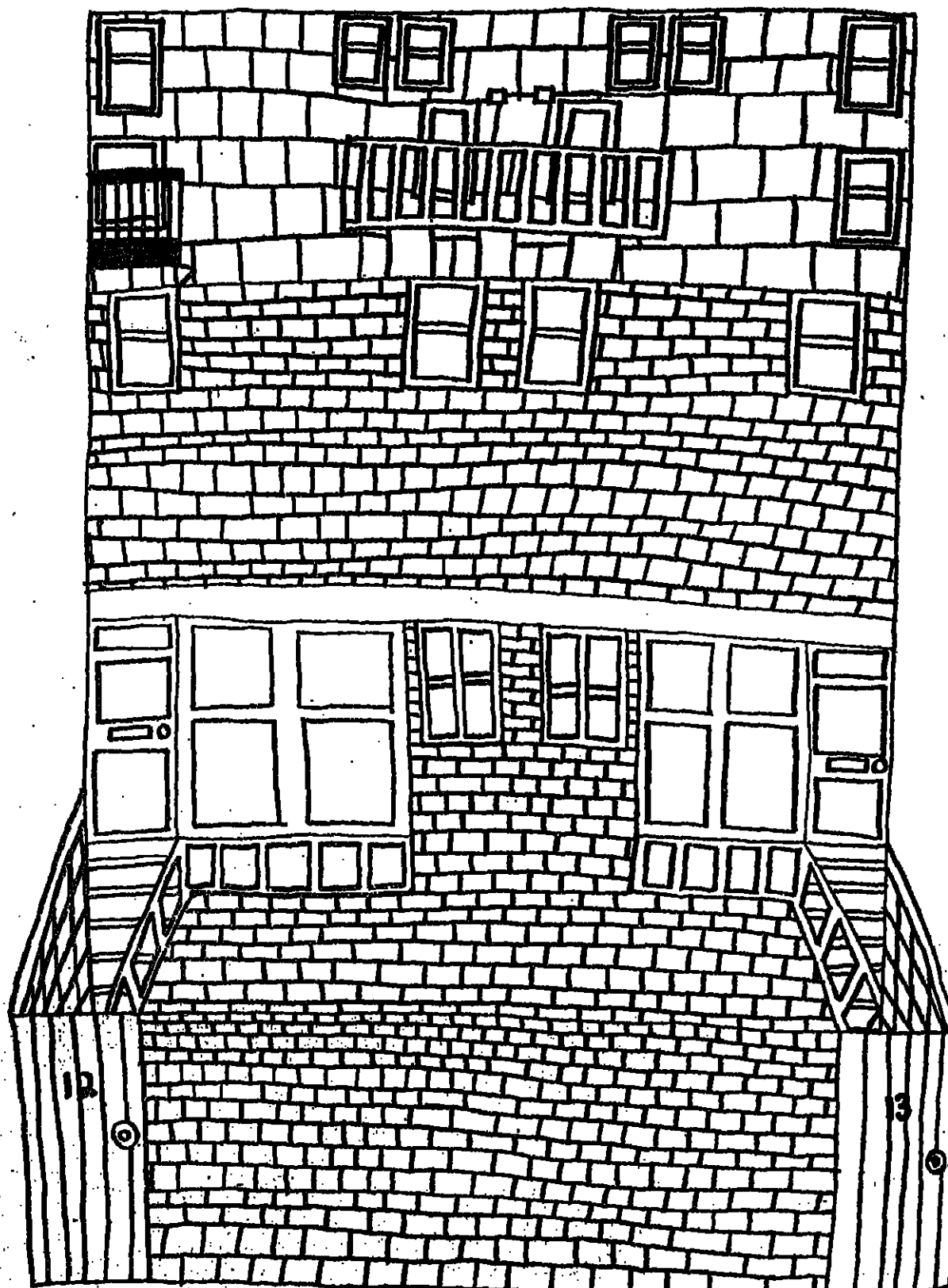
slide programmes or photographic displays, can be used with lower school design groups or in fourth-year community education and social studies, though we have also had requests from the French department and other groups. The pupils preparing these resources are more likely to be well motivated because their efforts are seen to be worthwhile and useful. They are also concerned with the quality of the work and understand the need for successful communication of ideas through seeing the material used by other classes.

During the study of shops, questions came from the children about the amount and quality of shops, so they designed a questionnaire to find out how far shoppers travelled, what they bought, and what they thought was lacking. This exercise was valuable, not only for the environmental study, but for

social education.

The fourth-year course looked at issues relevant to other areas of study in the community education programme. Most successful projects were those concerned with play provision and housing. It helped us in planning this year's community education projects as a learning experience. The pupils' work was not necessarily those who chose art and they often had given reactions about their drawing ability. We found that using a camera encouraged them to think in visual terms and to see the case as just another tool to record information and photography as a medium through which one could express ideas.

There was no fifth-year Front Door project.



Lillington Gardens —
Felt tip pen, Joanne Agis,
age 12

Outside views

"I am fascinated by the way children can respond to and understand buildings, and show that understanding in drawings. But I'm sure that this depends directly on the teaching skill which we've seen displayed in the project. It confirms our general argument that the attitude and experience of teachers are the key to any future developments in design education."

Ken Barnes, Design in General Education research team,
Royal College of Art

"It is very good for the architect to realize that concepts he takes as self-evident are not only unheard of by other people, but questioned."

Mike Hockaday, Department of Architecture and Civic Design,
Greater London Council

"At least the participants will have identified with the tangible world around them, and have gained some understanding of the constraints under which our architects and planners labour. Hopefully they will have been teased into adopting a habit of responding to the quality of the environment; ultimately they may bring an informed and experienced sensibility to bear upon the designers themselves."

R. Hedley Lewis, Staff Inspector for Art,
Inner London Education Authority

but art groups chose to use the local area as a stimulus for their art work, drawing from observation in the street or along the riverside, then developing their ideas further in the studio. As far as examinations are concerned, the approach taken in the Front Door project relates extremely well to CSE and GCE demands. Art groups working for examinations find it adds greatly to their examinations and their ability to express visual experience and their ability to express ideas, because it demands careful observation, analysis, critical awareness, decision making, clarity of expression and the making of visual statements.

The sixth year chose their own study based on an investigation of one aspect of the local area. Their choices ranged from the history of the area, a walk along the river and shop display to Victoria Station and the school. There were difficulties at first because the pupils had no experience and could not cope with developing a project under minimal direction. It now seems clear that individual projects in the sixth year can be successful only if preceded by a basic course which would give pupils a repertoire of approaches to learning and methods of study. It would also indicate clearly the possibilities of environmental education.

A delicate balance must also be struck between the pupils' need to explore, discover and seek out information themselves, and the necessity for the teacher to present ideas and working methods and help them explain and develop their findings. Front Door study based on the pupils' direct experience of the environment thus needs good preparation and follow-up in the classroom.

At the beginning of the project, we had few classroom resources, but through last year's work, we have built up a collection of slides, photographs and artwork with some tapes and written reports on the main themes. More space on the timetable has now been given to us under the subject heading of design. All first and second years now follow a one-term course, three periods a week, on a Front Door project. The first years are investigating the concept of "neighbourhood" and looking at the environment in social and visual terms. The second years are concentrating on the visual environment, isolating themes and ideas, then developing them in a variety of media.

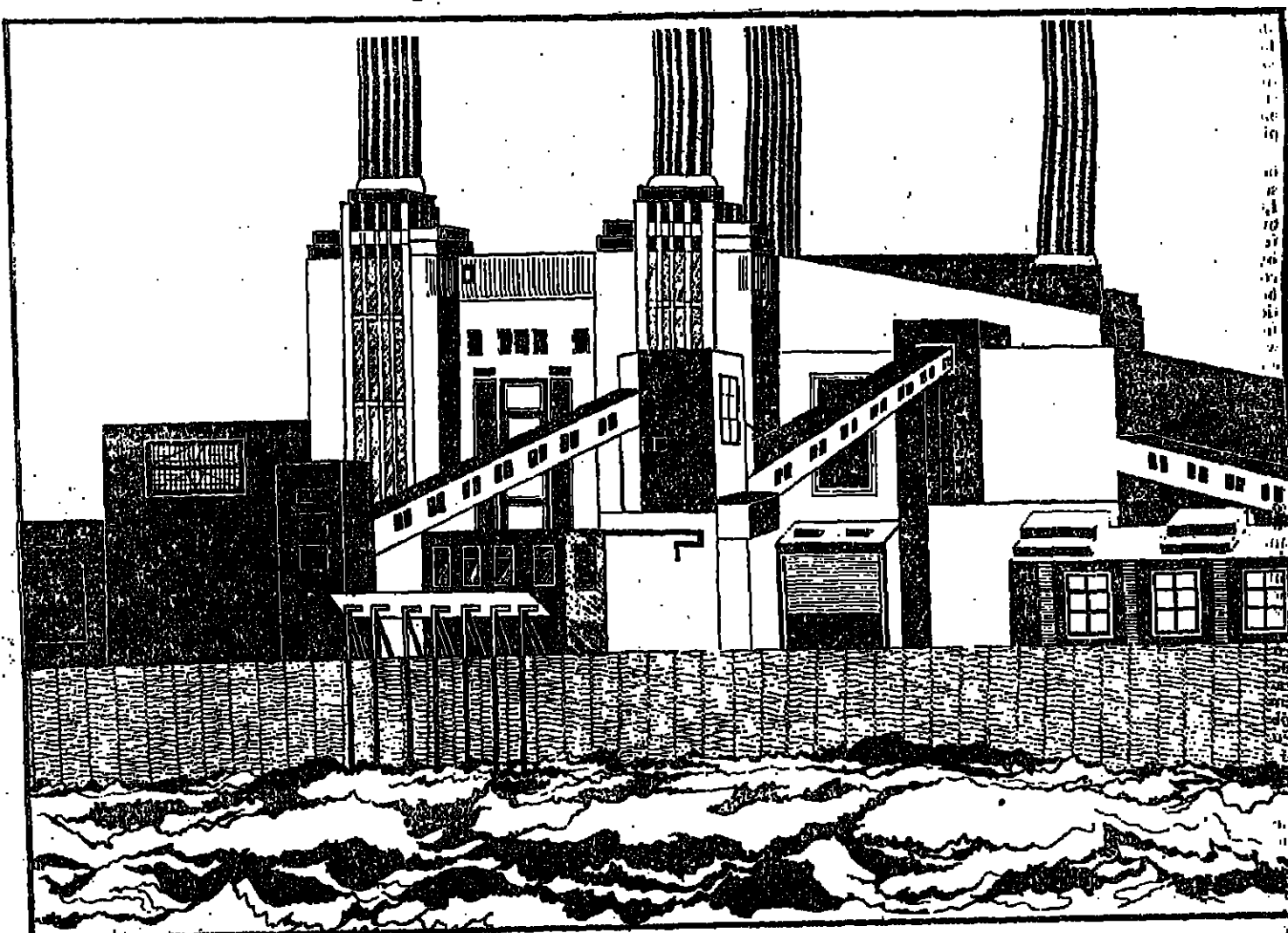
We are being helped in this through workshops with advisory teachers at the London Art Teachers' Centre. The fourth years from the year's community education programme are working on studies of their own choice, using the slide programme or photographic exhibition.

We have found that Front Door refuses to remain within the confines of the traditional art department but suggests links between departments such as geography, history and social studies. These subjects were already referring to the built environment in their courses, but none presented opportunities for overall study, and certainly no attention was paid to planning and design. Once we recognize the built environment as a major theme in secondary education, we need to make its study an integral part of the curriculum. Time-tabling the various departments involved to run complementary courses, must be done by a coordinator of studies.

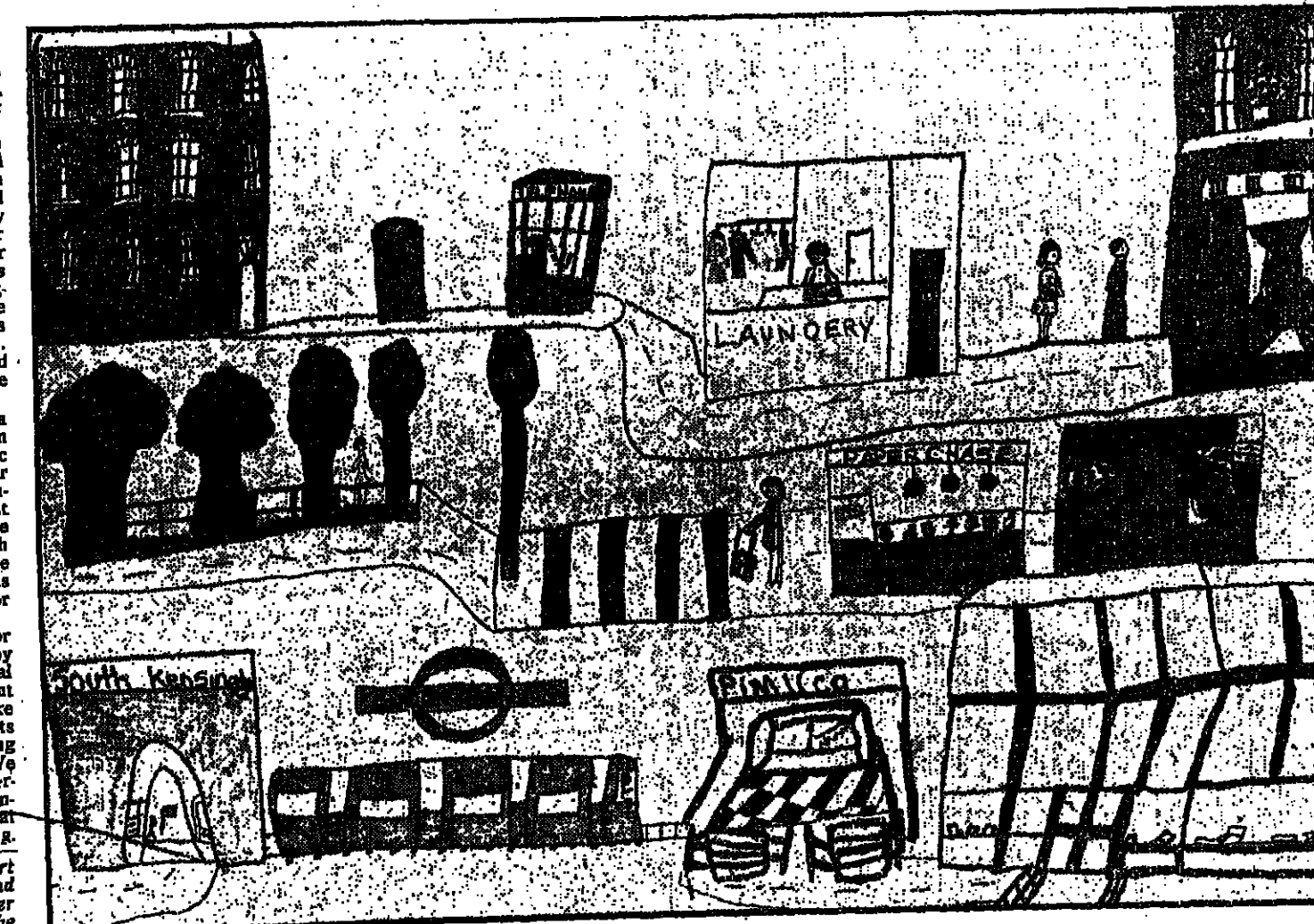
Behind all our work at Pinlicko is the idea that such ways of learning could be taken up by any school in any area, with specific courses being evolved to suit the particular school. Visual education of the built environment is a necessity for every child—not just those who can draw and paint. People generally accept that teaching deals with abstractions such as words and numbers. We think it should also deal with the elements such as colour, form, symbols, art works or objects in general.

We are not proposing a series of courses or projects which can be taken up entirely by another school. We suggest that the local environment offers a rich area of study, that teachers should be encouraged to make greater use of it, and that outside experts are an important catalyst in formulating ideas and promoting environmental study. We hope that a report of what we have experienced, which we will make available this summer at the end of the two-year experimental period, will be useful and perhaps inspiring.

Eileen Adams at present teaches in the art department at Pinlicko School, London, and will shortly take up post of project officer on the Schools Council project "Art and the built environment". Material from the Front Door project will be on display in the "Art in London: Secondary Schools" exhibition 14 to 18 June at County Hall.



Battersea Power Station —
Ink, Jackie Sanders, age 15



Journey to School —
Felt tip pen, Carmel McCabe,
age 11



The interrogation
of a suspect during the prison massacres
of 1792

When history takes over

Douglas Johnson
on the
French Revolution

The French Revolution: A Concise History.
By Norman Hampson.
Thames and Hudson. £4.25. 500 82003 1.

It was only necessary for the people to raise its head, only necessary for the Convention to speak one word, only necessary for one great thing to be heard, and the Revolution was accomplished. So it was customary for the French Revolution to be seen as a simple affair, with an early period which they approved of (since it seemed to suggest that the French political structure might come to resemble that of the British) and a later period of violence which was to be condemned in the strongest terms.

There must be many generations of High School Certificate holders, for whom the Revolution was also comparatively straightforward. Their notebooks contained lists of "the causes of the French Revolution"; they could describe the outbreak of the wars and the nature of the French victories; and they were very strong on the reasons why Bonaparte was able to seize power and to hold on to it. Nor should it be thought that present-day students find the Revolution over-complicated, since there is a widely accepted belief that it has to be seen as the product of class-conflict between bourgeoisie and aristocracy, and that while other elements, such as economic crisis or the intervention of the poor, might have seemed important at certain times, this fundamental struggle provides a straightforward pattern for the Revolution as a whole.

Professor Hampson, however, tells us that the time for simplicity is over (and that is a dramatic assumption for someone who has written an account of French history from 1789 to 1799 in some 170 pages). He reminds scholars to publish more books on the Revolution than they do on the sixteenth, seventeenth and eighteenth centuries put together—and he might have strengthened his point by referring to the considerable amount of research which has been carried out on the period by British and North American historians.

This means that there is too much information to be systematically analysed. It means, too, that there is enough material to invalidate any impressionistic generalization. In other words, the study of the French Revolution has become an ideal setting for the

type of historian who revels in complexity for its own sake and who, indicating the political and social confusions of revolutionary conditions and events, contents himself with the dispiriting comment that everything is more difficult than other historians imagined. This is not to belittle those (and a good proportion of them are British) who have made a speciality out of regional studies and who have been able to get rid of the myopia of centralism and the conventionally simplistic belief that everything that was important was done in the capital. They have certainly taken everyone much nearer to the historical realities of the period, but they have also piled on the complexity and made it more difficult to discuss the Revolution in terms of any meaningful generalizations. And in educational terms the problem remains (and is not, of course, confined to the French Revolution, although it may provide us with the outstanding example) of how one can teach or how one can learn a topic which presents such a maze of confusion.

There are two attitudes which are immediately possible. One can stay with a simple pattern, such as the class struggle, which contains a good many truths and which (even if made still simpler, so that one looks at certain of the conflicts which make up the Revolution as just being a clash between those who were rich and those who were poor) can still be argued and justified. Or one can give up and reject any attempt to make any sense out of the imbricall. One can then say that there are many facts which have been established and that they serve mainly to emphasize the particularity of events, institutions, regions and ideas, so that generalizations about the central government, the bourgeoisie, the economy, the Terror or Catholicism, are all open to contradiction. One can always conclude by saying that a time might come when sufficient research has been done for some sort of picture to emerge; but one must strike a warning note and say that this is not likely to happen for some time.

The first method has the advantage of making teaching and examining easier; the second method makes everyone sound and feel scholarly and judicious. But the first can also lead to bad history, and the second to confusion and, while it is reasonable to justify confusion (Kropotkin once said something about "without the confusion there would have been no revolution") it is natural

that both the teachers and the taught should incessantly try to resolve, or at least to limit, this confusion. It is therefore sensible to do what Professor Hampson has done, and to adopt a personal approach, certain that it is based upon facts while admitting that it can be challenged.

In deciding which attitude to adopt, it is true that the progress of historical research and the evolution of historians' attitudes have brought simplification as well as complexity. For example, most historians accept that the Revolution was important. Alfred Cobban liked to ask the question, "Was there a French Revolution?" and to use the phrase "the myth of the French Revolution", but he did so largely because he was rejecting the idea that the Revolution marked the progress from feudalism to capitalism, and because he was complaining that revolutionary studies were being confined to a few short years of the Revolution proper. Like others who have pointed to the existence of a centralized administrative machine and to a land-owning peasantry before 1789, he always fully accepted that the Revolution was a focal point. Equally, most historians have gone beyond the stage where they seek to express their approval or disapproval of the Revolution as a whole, and while those interested in historiography find it necessary to draw up lists of those who had opposed to those who praised and welcomed it, this has very little meaning at the present time.

Even those who seek to put the Revolution into perspective by seeing it as only one revolution among a number of similar contemporary movements in America and western Europe admit that there was something special about what happened in France. Conclusions about the Revolution are equally out of the school, concentrating on the scandal of the diamond necklace or on the flight to Varennes, has few followers.

It could be said that the historian who wants to decide upon a personal attitude has to choose between two sets of assumptions. On the one hand there is the bias of those forces of history that one must turn first of all to in order to grasp the meaning of something as vast as the French Revolution. On the other hand there is the role of individuals who through their actions and idiosyncrasies are believed to have marked the events in

which they participated. Naturally, neither of these sets of assumptions is exclusive; it is probable that the historian will be more interested in and more influenced by the one than the other. Professor Hampson explains makes his choice, which is to emphasize the role of individuals. He justifies it too, and while a subtle society imposes its own constraints and thus diminishes the importance of individuals (especially if the situation is unusual) when there is a revolutionary situation where old elites are overthrown, it is then that there is an opportunity for individuals who can show resolution or ruthlessness or even idiosyncrasy.

Many French historians will regard such an approach as typically British, since it is the British who are specialists in biography. But when one reads Professor Hampson, one is hardly given the impression that a series of prominent individuals determined the course of events. We are shown Mirabeau's plans and their essential ineffectiveness, we are presented with a Louis XVI who, we are told, was confident, and with a Robespierre who sincerely believed that the way to save the Revolution was to seek out and destroy a small number of individuals who were opposed to it. But this is hardly a history where individuals are making the running. When individuals do play a role in the account, it is in terms of groups, which are large and ill-defined, like the legal world, the nobility, the clergy and the police society in the towns which was aware of the extraordinary intellectual ferment in which they were living; like the ambitious and scrupulous Girondins presenting themselves as the party of government; like the social climbers who revolted against their social superiors; like the followers of the aristocrat who were more concerned with the means of living than with political niceties.

This is all very convincing, and one can only admire the shrewd common sense and the deftness with which Professor Hampson picks his way among this debris of detail. But it is the doing not to be as if the Revolution has been taken over and has dictated its own answers to the historian's questions. Perhaps there is yet another dimension which must now be noted; that the Revolution has taken on a life of its own. Like the animal that was so ferocious that it defended itself when attacked, the Revolution expresses itself with studied.

Writing releases her

Cruz Jensen on
Anais Nin

The Journals of Anais Nin. Volumes 1 to 5. By Anais Nin.
Quartet. Volumes 1-4 £1.00 each.
Volume 5 £1.25.

Anais Nin reacts to what is singular and individual; she is deadened by the commonplace. That is one of the reasons why her diary is so exciting. She protects us from insipidity and dullness, excommunicating the ordinary and the prosaic. The people and events she describes are, like herself, full of quicksilver surprise.

She is unique in style and brilliance. The most recently published section of her diary ends in 1955. Twenty-one years may have wrought some changes, but the Anais of Volumes 1 to 5 has a magic fascination which draws countless men and women into her world. She is loved, admired, worshipped, mythicized. She is sought after as friend, wife, lover, scribe, analyst, objet d'art, talisman.

Her interest in the quirks of human nature is almost obsessive. Prefeminately sensitive, she can identify almost totally with those who interest her, subsuming herself, watching compassionately, aware of perceptions and repercussions, alive to vibrations, undertones and overtones. She makes people live for us in the diary, the mad, the eccentric, the famous firmly established in their glory, unknown poets, impressionists, movie-stars, millionaires, seamstresses, hoboes, gypsies, professors, nymphomaniacs, drunkards, the gay, the incestuous, the demonic. She dances, plays, works with them, loves them, and, above all talks and listens, engaging in conversation which fertilizes and renews. She sees the tenderness of the cruel, the shyness of the fearless, the self of the clover, the truth of the liar. There is something in her which draws out confidences.

Even psychoanalysts, usually unilateral in communication, reverse roles and present her with their problems and pains. Writing releases her. From childhood onwards she has transcribed whatever moves her, delights her, flames her into a rapidly increasing collection of loved notebooks. Words flow fluidly and poetically for her, sentences form themselves in balanced patterns, and day after day, she writes down what she cannot bear to forget.

The people she meets are vividly characterized. Some, Henry Miller, Gonzalo, Gustav, Frank, Wilson, Vidal, are inextricably woven into the fabric of the diary. Others, seen with more briefly, are nevertheless described in phrases or paragraphs to live and glittering you want to hear them in your memory. The list, even of the famous, is too long for enumeration. In any case each published volume is splendidly illustrated.

Her descriptions of places are equally eloquent. Long after you lay the books on their shelves you feel the soft, tender warmth of Aca-pulco, the gentle language of St Tropez, you see the lunar landscape of the Mormon land, the frozen patricians of the Lurey caves, the ruins of an ancient Indian city, the banks of the Seine. With a few phrases she can make us take part in the sentimental nostalgia of a Russian gypsy cabaret, in circuses and fiestas in Mexico, make us penetrate the Jungian atmosphere of a pimp-ridden Parisian café, take us to a rag-pickers' encampment. Extraordinary ariness follows her; in hospital, expecting to be deprived of colour and sound, she finds that the King of the Gypsies is being treated too well, and the clinical corridors are crowded with his subjects. She can achieve the almost impossible task of turning pictures, sculpture and music into words.

But portraits and scenes are incidental. What is important in these books is that Anais Nin explores every corner of her being. Her diary is a search for a self, or a multiplicity of selves. She has, especially in the early days in Paris, a consuming fever for experience, a desire to grow in every direction. She suspects that her delicate and refined fragility is a denial of human illimitability, that she has faculties she has never used. She seeks out her opposites to test her ideals. She is fascinated by callousness and brutality. She combats idleness for the meanings of Henry's gutter vocabulary and visits brothels with him. She wants to know what a lesbian feels, to share what goes on in a revolutionary's soul, to accept poverty and squalor. She extracts leavours out of every second of time she lives and every millimetre of space she traverses. She moves from sleazy cinemas to aristocratic salons, from artists' studios to bourgeois residences, and in this tumultuous life she finds time to write, to scrape her awareness and re-articulate her sensations.

She has all the resources for self-revelation, a bottomless memory, language which expresses every subtle shade of dreaming, and willingness to broach the big themes, love, suffraging and death, which most of us eschew, the courage to expose wounds and vanities.

We share the protracted and



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deeply felt anguish she undergoes while her dead child is delivered. Her frustration about the novels difficult to publish and maliciously reviewed, her distress when her generosity is abused, her amusement when she exchanges delicately written erotica for needed cash. She hides nothing and in her strivings to discover who she is, and why, she combines awareness of the present with her memories of childhood and adolescence. It is a privilege to watch her growth in self-knowledge and insight.

She loves colour, luminousness, fluidity. Her clothes are a decoration, for magic or escape. A home is pivotal to her existence and her work, and she fashions and patterns the inside of her house, her mansion, house, flat, studio, wherever she is. To these resting-places which she makes in extension of herself she returns after the tensions and the turmoil, to dream, commune with her diary and compose her novels. Dreams provide the symbolism which gives her the central clues to her life. She enters with enviable ease into her unconscious without recourse to the drugs or hypnosis less sensitive mortals would need and can inhabit at will an imaginative world which she can describe in lovely flowing sensuous prose. In an LSD experiment to which she was invited the sensations she underwent—liquefaction, levitation, turning to gold,aloneness in planetary space—were heightened, but not new. She had previously experienced and transcribed them.

Love is central in her life. Distance is the greatest grief and she is petrified by an expressionless face or voice. She is at her most perceptive writing about physical delight, the alchemy of interaction, the ambivalence of attraction and repulsion, and all the subtle gradations of feeling which do not easily cohere into words.

There is much wisdom to be garnered in her diaries about the creative process, about the links between romanticism and neurosis, about psychoanalysis, about the destructiveness of anxiety, about the most modern of themes—women's needs in a man's world. That was in the Fifties. How splendid it would be to see her present diary.

Critical epilogues

Edward Neill

Contemporary Novelists. Edited by James Mason.
St James Press. £12.00. 900997 28 1.

As this compendium is nearer 400 than 1,000 pages long, it should attract the interest of Borges and the Guinness Book of Records. It needs to open a file on every English novelist, whether in the Nebelung, Zamboni, or Brisbane, now be noted; that the Revolution has taken on a life of its own. Like the animal that was so ferocious that it defended itself when attacked, the Revolution expresses itself with studied.

and intelligent of the critical epilogues which follow the other items. These critical epilogues should concentrate on (though a few of the authors have been tempted into the most ering-worthy waffle too). Good critical sponsors are thrown together with Lucky Jim and Lucky Juddes. Perhaps, like those glass and concrete contraptions apparently universally created to be universally exasperated, this book has lost its human scale. A multitude of printer's (?) errors enlivens the proceedings.

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Visions of Empire

Peter Cadogan on the British in India

Clive of India. By Nirad C. Chaudhuri. Bantam. £7.50. 0 214 20021 3.

Warren Hastings. By Patrick Turnbull. New English Library £4.25. 0 450 02588 8.

Playing the Great Game. By Michael Edwardes. Hamish Hamilton £4.75. 241 89271 6.

Nirad Chaudhuri's study of Clive is an essay in reinterpretation—"not a work of fresh research". For his purpose, he sees the style of Clive as anachronistic, the political style of the nineteenth century no better, even worse, than the pseudo-imperialism of the post-1870 period, and, least use of all, the approach of subsequent debaters.

Mr Chaudhuri vindicates Clive against his critics (as Patrick Turnbull does Warren Hastings) but his final verdict is wider. "The plain issue (before the House of Commons) was whether they could condemn Clive without condemning the very establishment of British power in India. Clive's misdeeds, if there were any in reality, were inconsequential and minor, compared with those of the Company. England could not better the stolen goods if they called Clive a thief."

The British, led by Clive, won in India because the sword was put into the hand of the merchant. The French lost because they failed in that respect. Thus Clive the young merchant became Clive the Commander-in-Chief of a private army.

On the battlefield and in Council he made full use of his charisma as an autocratic emperor of an embryonic empire. Nothing less would have availed. At Plassey he was outnumbered five to one, but the enemy was beaten before the battle began. They fled at the first charge. The Company's dead numbered only twenty, but the future of India was decided.

Clive was a Machiavellian figure; he had a capacity to calculate rationally his chances in any project, and then exhibit a daring amounting to recklessness in execution. Yet he could do this only in India where the opportunities presented themselves for "he was never able to create himself, the opportunities that made him great." His weakness, if he had one, was his divided allegiance. He was always Clive of India and never of England and he wanted to be both. This was not possible. The Indian empire needed him, and he needed without him, whereas in England he had to buy and contrive every inch of his way. Writing of his future power, his future grandeur, all depend upon the receipt of the jagir money (his Bengal inheritance).

Clive had a vision of empire that worked. He made a historic stand against corruption in the East India Company—not on moral grounds, but because corruption would have destroyed his achievement and his vision. He was the product of an anarchy in England; there is no other interest in this kingdom but other interests in great possessions. Mr Chaudhuri's reassessment of

Clive is both exacting and sympathetic.

Warren Hastings was a very different character. By nature he was an egalitarian. He had no taste for the pomp and circumstance that Clive liked so much and he was genuinely fascinated by Indian culture. He shared Clive's vision of a united British India under central direction and became India's first Governor-General. He was obliged to become an authoritarian or go under, and was able to say (fairly enough) during his famous seven-year trial, "I did in no instance intentionally sacrifice the interests of my country to any views of personal advantage." It was Burke, in trying to put him down, who destroyed himself. The acquittal of Hastings, as Patrick Turnbull shows, has stood the test of time, but it needs to be endorsed anew. A great deal of mud was slung at Hastings and some of it still sticks.

Michael Edwardes chronicles the Great Game, that lasted for exactly one hundred years. It concerns the British and counter-plays of the British and Russians along the northern frontiers of India from Persia to China. It began at Tilsit in 1807 when Napoleon suggested a Franco-Russian operation against India, and it ended in 1907 when Britain, in allying formally with France, made Russia the enemy. The game was played on half the globe and half the world, with sides exploited the real or imaginary aspirations of the other to justify arbitrary expansion. The latest news from India suggests that Mr Edwardes may be premature in regarding the game as over.

Imitating man

Seamus Hegarty on computers

Computer Power and Human Reason: From Judgment to Calculation. By Joseph Weizenbaum. W. H. Freeman £5.95. 0 7167 0464 1.

There is a technique in psychotherapy that relies on repeating the client's statements back to him. "I'm feeling very depressed, Doctor." "Why are you feeling depressed?" "Well, it's the wife, you see." "Tell me about your wife."—and so on. It is easy to parody the technique, and from there it is a short step to a computer programme that will play the role of the psychiatrist in a mechanical way. Weizenbaum produces such a programme (named ELIZA, after Shaw's Miss Doolittle) in 1966, and it proved to be the occasion of his Pauline conversion. A great many people attributed human efficacy to the programme and held earnest conversations with it. Weizenbaum was shocked at the gullibility shown and took it as evidence of a widespread view of man as a machine. This book is his counter-testament.

The discussion opens, with some simulating, if hardly novel, ideas on tools and their impact on human affairs. The computer is a special tool and it impinges on our consciousness in a unique way. In order to understand its impact we need to see how computers function. This takes us from topics like symbolic representation and the simple logical rules in abstract logic to the transition rules in abstract logic. The pedagogy is impeccable and, while they are asked, the philo-

sophical questions (eg, are decisions effective procedures, hence programmable?) are allowed to hold up the discussion. The concern is not with the computer's number-crunching or human behaviour, ultimately, with man.

This leads to the basic question: what if the computer can do that man can do? (It is idle to argue that this is nowhere near, yet, and Weizenbaum does not take such an easy line.) It is another form of the question: what is the nature of man? Must he be grateful that he is not tickled by a computer?

The account is full of insights and humane judgments, and carries a conviction that the indispensability of computers to modern society derives not from computers per se but from the society that has evolved since the advent so as to make itself dependent on them. Again he argues that the only feasible way would be for fully autonomous, universal telephone, surveillance, and the like.

Judged as a philosophical work, however, one must commend the effort rather than the achievement. The fundamental questions are then tackled better elsewhere. Then the traditional discussion may be ignored by the technologist on the grounds of irrelevance; whereas they cannot dismiss Weizenbaum's account without coming to terms with his ideas.

Variations on an Imperial theme

Elizabeth Henry on the break-up of the Roman Empire

The Fall of the Roman Empire. By Michael Grant. Nelson £6.95. 17 1490770.

One can only begin with Gibbon, the adulatory presence at the English reader's elbow when he opens a new work on "the greatest, perhaps, and most awful scene in the history of mankind". Michael Grant begins with Gibbon: "The work is offered as a humble tribute" and while ruling out any pretension to emulate the *Decline and Fall*—a reappraisal.

Gibbon was concerned with the reasons for Rome's fall, and he suggested over 20 of them. "Superb intuitions" is Grant's phrase for these; he reformulates them, in terms which may be more appropriate to our time, and adds some newly identified causes, or aspects of decay. Gibbon also confidently pronounced moral judgments on the persons and peoples of his history: "feeble despot", "degenerate State", "groveling", "infamous", occasionally "arrogant", "incompetent", "neurotic", etc.

The third element in Gibbon's history was its didacticism. Gibbon,

of course, had no notion of Progress to impose a pattern on history, but he did believe that men could learn from the errors of the past, recognizing their own dilemmas there and perhaps making different choices. "Experience teaches us..." So, too, Grant directs the modern reader, in what seems the "climactic" of Western civilization, to look at the fall of Rome for "sharp and relevant guidance".

All very reasonable—as Gibbon of the Enlightenment would naturally be; and Grant's 13 Disunities, in which he diagnoses the ills of Roman society, are not unconvincing, only too neatly paralleled to the troubles of our own day. Modern historians do not like these parallels and moral lessons. They prefer objectivity—at any price?

In an earlier book, *The Ancient Historians*, Michael Grant quoted a parody of Mark Twain's "doubtless the Recording Angel has convictions, which to Satan might appear prejudices." Grant seems to have decided that openly held convictions are preferable to an objectivity which could be precarious as Ferdinand Lot emphasized exactly 50 years ago, in his great work on *The End of the Ancient*

World, there is a ruinous breakdown of "psychological continuity" in these centuries, so that later generations could not interpret what remained or even recognize human experience in the lives of their own ancestors.

Even so, sometimes the visual image speaks eloquently enough; the two "colleagues or successors of Diocletian, for instance, squat, unsmiling manikins with furrowed brows, holding heavy orbs in their right hands as they cling together like marionettes near collapse. Nothing could be more apt for the chapter heading on this page: 'The Partnerships that Failed'.

These Thirteen Disunities are alarming, and are meant to be. The point is that of the "Western World", and above all of the Anglo-American world, against perils both without and within. The parallels are spelt out every time: inflation, bureaucracy, social divisions, the fragmentation of Rome and Byzantium, the more prosperous and longer-lived partner, repeatedly compared to the US, the loss of sympathy between army and civilians (just as "the Vietnam War opened up a profound gulf..."). The weakness in the machinery

of Imperial succession, in Marchia-velli's opinion the eventual cause of Rome's downfall, is compared, with recurrent problems of "early governments of the United States", and even the guerrillas of the fifth century are "equivalents of today's drop-out terrorists". The emphasis on Anglo-American problems is less surprising when one reads the introduction describing how Walter Annenberg originally invited Grant to undertake this study for the Annenberg School Press. But the interpretation, the "pattern", is of course Grant's own.

It is then a very controversial pattern; but not a closed system. This is a book which will stimulate further thought and further reading. The sections on Roman relations with the alien are especially interesting. Why did not the multi-racial ideal of Caladus (and of Ataulf the son of Alaric) prevail to save the Empire? And did the Christian Church hasten the disintegration of society by its social negativism as well as its sectarian views?

One very admirable thing in this book is its maps and diagrams; there is nothing better available outside the *Grösser Historischer Weltatlas*.

Among this week's contributors:

Ronald Fletcher is the author of *The Making of Society*. Elizabeth Henry teaches at Notre Dame Grammar School, Blackburn. Sally Jenkins lectures in political institutions and ideas at the North-East London Polytechnic.

John Rowan is the author of *Ordinary Ecstasy*. David Self is presenter of Anglia TV's *Anthology* programme. Donald Walker is director of the Curtain Theatre.

focus on EUROPE

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A dangerous thing

S. L. Jenkinson on politics

Power, Violence, Decision. By W. J. M. Mackenzie. Penguin £2.25. 0 14 055 098 4.

Myth, theory, institutions, decisions—and back to myth; these are the intervening strands that make up this particularly individual account of that range of studies that the academic world permits us to label "political". This, then, is not a study within the discipline of politics but a discussion about its limits and concerns. Perhaps no one is more qualified to undertake the task than Professor Mackenzie, one time civil servant, diplomat, former chairman of the SSRC Politics Committee, and connoisseur scholar. Yet the flair, the insight and the apparent grasp of the most disparate elements of the discipline from classical studies to mathematical politics to games theories is rare for a scholar who has also devoted so much time to administrative studies.

Professor Mackenzie has left unsaid few of the modern approaches to empirical or analytical politics that have come to the forefront in recent decades. The biological analogy, the politics of cost-benefit analysis, the Committee of the Next Thirty Years and its attempt at forward planning; all these and the notion that the intellectual world itself is largely a "money-market" are shown up as limited if taken alone. Equally important (and not sufficiently recognized as such in Professor Mackenzie's view) is the power of political language, which, like weapons themselves, can be used to quell or provoke violence. Politics, he reminds us, is dangerous—but we are stuck with it.

However, pluralist though he is, Professor Mackenzie is more the pagan humanist than the moral sceptic. He can perceive in politics a unifying theme that makes sense

of the universe—for himself at least. This is the Prometheus myth: that violence will beget violence until there is a superhuman endeavour to effect reconciliation. His fascination with this theme provides not only the moral raison d'être of the work, but provokes his always economical style at its best. Thus: "The myth took new force in the Middle Ages, and Simone Weil built upon its Christian features. Perhaps (some have thought) Milton's Satan is a child of this myth, and of that of Job also. Mary Shelley (an eighteen) rendered it as *Frankenstein* or *The Modern Prometheus*... Shelley gave it one revolutionary twist: that of the single blow of peace on earth for ever. Marx gave it another, which paid its due to the intellectual (and undying?) schema of Aeschylus. Finally Robert Lovell re-shaped the play in prose to express the dilemma of the Ivy League intellectuals in the 1960s."

Thus, Christianity and Marxism are reduced in this world-view to particular manifestations of this grander and longer-lasting classical theme. Indeed, theology and doctrine are passed over in this study with the scant attention of the scholar who believes they have no power over him. The only concession to the mystical or not-quite-rational made by Professor Mackenzie comes in the warning that certain sounds can weave spells over those who will appear to believe in them. Professor Mackenzie's personal autonomy in the face of such political magic, by choosing his own poets.

In short, *Power, Violence, Decision* is a book that specialists and generalists will find their own reasons for reading. It deserves to be bought, savoured and lent to one's friends for a variety of reasons. It is economical and elegantly informative about the discipline of politics, persuasively critical, and yet it offers an underlying unifying theme of no little originality.

A science of persons

John Rowan

Radical Perspectives in Psychology. By Nick Heather. Duck £2.50. 0 416 818501. Paperback 50p. 81850 9.

This is it. At last we have a book which puts together the whole picture. Anyone who has been wondering what all the fuss was about why psychologists were going around with long faces, why psychological conferences are being called off shortened, can find the answers here. Before this book came along, one had to search through collections of papers, through magazines like *Humphrey*, through duplicated broadsheets and pamphlets, and often become confused by all the one person has taken it all filtered through his own consciousness and come out with an admirably clear and succinct account. What is even better is that he has given some of the positive answers as well as the negative criticisms.

The negative critique is of course at the heart of the book. It walks on two feet—one the critique of behaviourism (and of other mechanistic approaches like much of information-processing theory), and the other the critique of psychoanalysis and the psychologist's involvement in psychiatry. This two-legged

critique obviously attacks what is central in today's pure and applied psychology—the attempt to treat people as if they were things. Heather rightly labels this as positivism, and anyone who has been wondering why positivism seems to have turned into a dirty word can account given here.

Heather makes the further point that positivist psychology is ideological, in the sense that it serves the purposes of those who want to retain power and control over that which are things, by fostering a model of man which has the sanction of "objective science" behind it, you can control them that much more easily, because they then feel that they have no choice.

What he suggests instead is that psychology could work with a model of man as an individual, and thus develop into a social science. Obviously this is a large task, so an attempt is made to lay down a complete blueprint of what such a psychology could look like, but a number of useful leads are given, and some are already being made, only we will look for them. This book is a real eye-opener; it should be read by anyone who teaches or learns psychology—or has psychology done to them.

What attitudes do

Social Psychology: The study of the interaction. By T. M. Newcombe. R. H. Turner, P. E. Converse. Routledge and Kegan Paul £2.50. 7100 8152 9.

This is a revision of Newcombe's *Social Psychology*, which first appeared in 1950; a good deal has happened in social psychology since then. The authors' intention, however, is less to keep up abreast of the field than to develop an account of it in terms of human interaction. The individual in interaction is seen as an organization of attitudes. So far one is concerned with the properties of attitudes: what they are, and "do". How they are maintained and changed. There is also

a good account in an appendix of the measurement of attitudes. Processes of attitude are discussed as a central topic in part two. Illustrations are taken from interpersonal perception, communication as an exchange of messages, and the formation and functioning of group norms.

Part three considers the characteristics of groups from the standpoint of the theory developed, while part four deals with practical applications to everyday group settings such as intergroup conflict and consensus demands.

It is a major point whether the authors' central argument can bear the weight laid on it; certainly it leads to some surprising omissions.

Review letter

Sir, Barry Turner in his review of my book *Mythology: School says I have a 'sweet' fashioned view of history*. I am glad to see my description of conditions in the Grey Coat Hospital, the Maudsley School or the Bridwell during the seventeenth and eighteenth centuries either sweet or fashionable.

He says I have made no effort to explain the aims and motives of the campaign which led to the equal opportunities in the schools and universities, but all through the book I have quoted from both men and women who urged the necessity, both social and economic, for women to be educated.

He says I have written as though the pioneers of girls' education had no opinions of their own, but only themselves and quotes the contrast in attitude in the policies of Miss Beale and Miss Buss. He tells me that Miss Beale opposed competitive sports, but for more important reasons, he says in chapter 15, she opposed the competitive spirit in scholarship, refusing to allow her girls to sit for the Cambridge Local examination, which the School and Queen's College were allowed to take for the first time in 1853. How can Barry Turner say I have ignored these controversies?

He says the book lacks balance, as I have "dismissed the achievements of the last century in a few months of the last century of 300 pages." In a book of 300 pages covering the whole field of women's educational opportunities from medieval times, the last five chapters, covering 78 pages, tell of the nineteenth and twentieth centuries.

He also says I have avoided a question of the pressure on girls to intermarry, family arrangements, their first and natural responsibility, despite the fact that there are now a greater number of educational and employment options for girls. My last chapter deals specifically with these problems.

MARY CATHCART BAKER, Robin Hill, Station Road, Tring.

Paperbacks

First circles

Ronald Fletcher

Children in Danger. By Jean Renouze. Penguin 75p. 0 14 02 1888 2.

The Grammar of Living. By David Cooper. Penguin 60p. 0 14 02 1807 6.

The Politics of the Family. By R. D. Laing. Penguin 50p. 0 14 02 1916 1.

The Symmetrical Family. By Michael Young and Peter Willmott. Penguin £1.00. 0 14 02 1908 0.

This, I fear, is a sad story. "The use of literacy are questionable now not only from the consumers' side (as Hogarth had it) but also from the side of the producers. One sometimes wishes, with the literary flood-tide washing all around, that the family would die—if only in the floating of such awful books about it."

The best of these studies is Jean Renouze's account of the "battered baby" problem: "700 are killed every year and four or five thousand seriously battered, many of whom will suffer from the effects of brain damage all their lives."

One must, of course, get this into historical perspective, cold-blooded though it may seem. The (to us) almost unbelievable ill-treatment of new, and, not long ago it was massively more widespread than now. Nineteenth-century reformers were emphatic that their legislation was necessary to protect children from the exploitation not only of their employers, but also of their parents.

Miss Renouze's study, which offers a detailed review of the problems of interrelated social work to what to do about it, is highly salutary. As for Cooper and Laing, they are too judicious for words, Cooper

not only longs to get back into the warm womb; he wants to see "the oceanic feeling" enveloping the entire world in an unbounded libidinal embrace. All limits (for some of us, essential conditions of creation) are for him anathema. Constrict that only distort and destroy. *The Grammar of Living* might be said to be for him "The Grammar of Perpetual Bed". His new book springs, he tells us, among other "active workshops with his comrades", from the love laboratory of bed—one of the best universities I know. Like *The Death of the Family*, this is another fatuous fanfare for "love and revolution", and yet another diatribe against the poor "bourgeois nuclear family"—an grotesquely misunderstood, caricatured, and seen out of historical context.

And with what do we replace the destructiveness of this bourgeois prison-house? Not by sanity, for "sanity is a dangerous way to be, since the very tactics of survival are in fact the very means by which we progressively destroy ourselves. Pay from wanting patients cured and out of mental institutions, Cooper wants the whole wide world to come into his. Still, there is one gleam of light. He ends by telling us: "My next book will be different. It will not be by me."

Laing's writing is usually considered to be more soundly based, more profound, more sophisticated; this makes it all the worse that he is guilty of perpetrating the same mess. Here is the same confusion between science and ideological commitment, and the same talking about theories without ever testing them. Laing talks (here as else where) about comparing his schizophrenia-producing families with "normal" families (whatever they may be) but until he actually does

this, or is good enough to point out where, in his work or that of his colleagues, such studies are reported, we can do no other than leave him alone. A man who writes like this: "... If some thoughts cannot be thought; and among the thoughts that cannot be thought, the thought that there are certain thoughts that cannot be thought, including the aforementioned thought, then: he who had complied with this calculus of antitheses will not be aware he is not aware that he is obeying a rule not to think about X..." Must forgive us if we wait for something more impressive to emerge and bend our minds meanwhile to something more immediate—like trying to improve the quality of the community conditions of the ordinary families in our much-reformed society.

Young and Willmott have the virtue of recognizing the much-improved family of our time. Their tragedy is that in order to say again what it already knows, they felt it necessary to undertake such a misconceived social survey, and, worse, publish it when the central core of the investigation had confessedly failed. The conceptual and methodological errors of the book are legion, but the central element mentioned is enough to demonstrate its quality.

In order to clarify the type of the family of the future, the authors try to characterize the present-day family-type of "managing directors". They confess: "We cannot claim that our 390 managing directors were representative of management directors generally." Basically misconceived from the start, the key element for measurement in this survey was a flop.

As with the uses of literacy, so with the uses of sociology. One can only hope that the tide will turn.

Sophisticated game

Bill Swainson

Masterful Images: English Poetry from Metaphysical to Romanticism. By A. E. Dyson and Julian Love. Macmillan £5.50. 333 16622 1. Paperback £2.75. 16624 8.

Dyson and Love look at their book primarily at "those making a sort of study of poetry for the first time", hoping to bridge the rift between poem and historical con-

text, and to develop a sense of tradition.

The poems are apparently divided into the groups of the "Masterful Images"—poem as art object, containing "a man's spiritual and imaginative life, and energy"—but really according to a narrowing Christian ethos. Individual analyses are good, but where a poet does not suit the approach, as in the case of Blake, they are popular with new readers, and when their inherent difficulty is avoided, it begs serious questions of the critical method itself.

Where art is seen as civilization in its richest form without any discussion of the whole of that civilization, the idea of tradition must be superficial, and the appendix, "Hints for Dating" inevitably presents a view of literary knowledge as a sophisticated game.

Into the fray

David Self on starting to teach

The First Year of Teaching. By Charles Humm, Pat Smyth and Norman Stephenson. Penguin Education £1.10 0 14 08 0387 8.

From College to Classroom: The Probationary Year. By Doris Johnson and Margaret Merrington. Routledge and Kegan Paul £3.25 0 7100 8335 1. £1.50 0 7100 8336 2.

Getting Started. By J. Bartley, J. K. Mayles, K. Major and S. Hawkins. Blackwell £2.00 0 331 93060 1.

About To Teach. By Patrick C. Souter. Routledge and Kegan Paul £3.95 0 7100 8311 4. £1.95 0 7100 8315 7.

One of the better reasons for leaving school to teach is because you feel your expertise, flair and perception will help students to learn efficiently, sympathetically and even correctly. Once in a college you realize for at least you should realize that student teachers aren't all alike and that it is counter-productive to persuade them to teach in ways unsuited to their personalities. The frustration that can come from being thus thrust out may lead you into writing the definitive practical manual for young teachers.

Of the present batch of four such definitive volumes, the rather different *First Year of Teaching* should be noted, given its status as present to all new teachers by those who love them, and as compulsory reading for all established teachers.

About To Teach begins by pointing out that "Teaching . . . cannot be taught." Its second paragraph reminds us that the skills of teaching "have to be learnt" and this paradox, Mr Souter sets out in

From College to Classroom is

Mr Souter believes that each teacher is unique and that therefore "tips for teachers" cannot be generally helpful. I cannot therefore believe he will approve any more than I do of *Getting Started*, (to quote the clumsy sub-title) claims to "present you with a variety of approaches to help you think about your teaching" and does point out "there are any number of teaching strategies that you may use depending upon your style, the learning situation you are in, but too often such sections are 'A few tips on testing' ("Testing enables you and your pupils to know whether or not you test where you wanted to") sound incredibly like Captain Mainwaring giving his Dad's Army platoon a few helpful wrinkles before going on manoeuvres. An oversimplified book, it does though at least have the merits of being illustrated with cartoons and being practical.

Any teacher can feel lonely in an educational system which is child-centred. Anyone can feel lonely in their first year at work. This book is the perfect antidote to such loneliness being (as it is) about what your best staffroom friend would not tell you and what you would not tell him.

more serious. Written by a sociologist and a student from a college of education, it is first of all an analytical description of the progress of a small group of students from the time they first thought of going to college through to the end of their probationary year. However, it is also a lament that "new entrants to teaching are unlikely to act as agents for innovation and change in the school system" and that the staffroom is "probably one of the most potent forces for conservatism in English education". It is realistic, often down-to-earth, but it is for those who wish to make a positive impression "on the system (to liberalize it), and it is also for those who are prepared to accept such chapter titles as "The anticipatory socialisation of students".

From College to Classroom is

The mind's eye

Audrey Laski on the psychology of reading

Five Readers Reading. By Norman Holland. Yale University Press. £7.50 0 309 01854 1.

Professor Holland is a distinguished literary critic and scholar whose special interest is the way in which the ideas of psychoanalytic theory might be made to serve literary studies, and in his new book he develops, through experimental practice, ideas which he began to promulgate in his *Dynamics of Literary Response*.

What he has done is to assess five graduate students with various psychological tests designed to show their characteristic patterns of defence and adaptation, and then to see how these patterns are reflected in their individual readings of the same short stories—principally Faulkner's *A Rose for Emily*, but also Fitzgerald's *The Winter Dreams* and Hemingway's *The Battler*.

From his observations, he builds four principles of response: Style Sinks In; Defences Must Be Matched; Fantasy Projects Fantasies; and Character Transforms Characteristically. To attempt to summarize, with inevitable crudeness, what these attractive headings imply: a reader cannot engage with a work of literature at all unless he can assimilate it to his customary way of dealing with the world, and he can do that, he will transform it in his mind, so that the fantasies which give him pleasure.

One of Professor Holland's strengths is that he forces the objections that will be made to his arguments, and has other arguments to meet them. For example, when I read "I, J. Edgar" (those matches of defences) quite unpredictable, but

once made or not made, I can very clearly see what took place in the whole argument, and I cannot guess what sign of a new acquaintance with the character traits tradition associated with it.

In other words, I accused Prof. Holland of being unscientific. But he takes the whole of a so-called scientific inquiry from the dependence on predictive power, to the clear that there is a serious being made for methodological rather than proper Popperian method here.

In fact, this chapter does not merely refute my objections, but rather to develop Professor Holland's deep belief that in the hands of a reader, the literary and the psychoanalytic insights, a new clarity may be developed, and the use of a literary text as a common "promissory" for a reader of readers' different responses. How right the book is in being judged each time he responds in class to a piece of literature, particularly a poem . . . It is he betraying himself as one who lacks discrimination. In an other area, the book's operations is there quite the same degree of vulnerability.

From this position, any books called *Feelings Into Words* hold out the possibility that things might be going to improve. The author's approach is to bring together pieces of prose and poetry grouped around themes, with commentary which is a mixture of statement.

This difficult chapter is the heart of a book which finds access to a way, like me, each reader states the obvious in a relatively easy way, and often makes a large claim without any substantiation, but nevertheless stimulating, provocative and maturely reassuring, to reward the reader. "There are nine and a half ways of perceiving the world, every single one of them is right."

question, and suggestion for writing. There are some black and white photographs, too. For example, in stage one the theme is "The Importance of Things". The thing itself, things in their places, looking and seeing, the sense of smell, food and the sense of taste, and the sense of touch. Stage two moves away from a definition of feeling as sensation, and has regard to feeling as emotion. And stage three looks at relationships.

But there is something not quite right here; the point we are asked to think about is physical pain, whereas the pain of feeling at all is not a pain we really need to understand and put into words. And then there is anger: no one seems to have written about how to make anger creative—which is, after all, what it ought to be for.

The danger of this sort of anthology with commentary is that it too easily becomes like a non-articulated skeleton—a collection of bits. And this danger is not really avoided until, in stage two, the reader meets an extended story by Doris Lessing about a boy determined to overcome an obstacle and prove his swimming prowess. There is a cutting disturbing role play by Ray Jenkins about group leadership. And later in the same anthology comes a superb extract from N. R. Shapcott's *One Way Pendulum*, where Sylvia is protesting that her arms are too short. But the commentary somehow manages to miss

the magnitude of the madhouse. After a Pygmy song, the commentary runs: "The first two verses are about foods that do you good, but the last verse is about something you can eat for sheer enjoyment, for the pleasure of being well-fed. Have you ever felt like this? How would you describe the feeling?" This is trying to be helpful. Yet the tone of the notes sometimes has a voice of unctuousness; the questions are often closed, telling the reader what to think rather than working towards the vital energy of real response.

Apart from the fact that there is too much badman about these anthologies are better not regarded as "the creative English course" than the sub-titles say they are. It would be better for middle-school children to read the stories and poems and to ignore the notes.

Thought, feeling and communication

Ralph Lavender on middle school English

Feelings Into Words. A creative English course. Stages 1, 2 and 3. By Christopher Copeman and Graham Barrett. Ward Lock Educational £1.25 each.

A Frank Smith says in *Comprehension and Learning*: "One of the tragedies of our educational system is that it seems to result in reluctance to bring ideas to the surface and expose them to criticism. We prefer our ideas to remain dormant than to be stated and possibly indicted wrong." This isn't just true for an unwillingness to understand the risk of being wrong in our thinking. It is also true for an unwillingness to expose ourselves to the risk of being wrong in what we feel and are. But how else can we know that each one of us is unique? How right the book is in being judged each time he responds in class to a piece of literature, particularly a poem . . . It is he betraying himself as one who lacks discrimination. In an other area, the book's operations is there quite the same degree of vulnerability.

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On and off the beaten track

Stephen Barber on Jacobean literature

Silver Poets of the Seventeenth Century. Edited by G. A. R. Parfitt. Dent £2.95 460 1069 5. Paperback £1.25 1359 0.

Jacobean and Caroline Tragedies. Edited by R. G. Lawrence. Dent £3.95 460 1017 1.

Four Jacobean City Comedies. Edited by G. Salgado. Penguin £0.99 014 043 101 2.

The new Everyman University Library reprints many English writers whose names are familiar but whose works are hard to find. The *Silver Poets* offers substantial selections from five of the best poets of the first three and no cheap editions of any of them, as those who have searched secondhand bookshops will know. They need to be pointed out, with numbered lines, introduction and notes. The editor, Robert G. Lawrence, has done a superb job of bringing this new series to another Everyman, devoted entirely to Jacobean literature, considerably cheaper than this one. Its companions are Ford's *Perkin Warbeck* (which Eliot once said was his best play), and *Shirley's* *Cardinal*. This last is a rarity, and of considerable interest, in spite of deriving heavily from Webster.

The Penguin deserves a less grudging welcome. It is much cheaper and far better laid out: the Everyman did not even justify price lists. The first three and no cheap editions of any of them, as those who have searched secondhand bookshops will know. They need to be pointed out, with numbered lines, introduction and notes. The editor, Robert G. Lawrence, has done a superb job of bringing this new series to another Everyman, devoted entirely to Jacobean literature, considerably cheaper than this one. Its companions are Ford's *Perkin Warbeck* (which Eliot once said was his best play), and *Shirley's* *Cardinal*. This last is a rarity, and of considerable interest, in spite of deriving heavily from Webster.

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Guide to novels

Lesley Wood

The Novel Today 1967-75. By Ronald Hayman. Published for the British Council by Longman 90p 0 528 01261 9.

An odd but not infrequent experience of the English teacher is the encounter in the school library with children who, when asked "What books have you read?" reply "I have read all the books that you have said to read."

The problem of what to read next can be just as difficult for the contemporary novel. Such a student would enjoy a dip into *The Novel Today*, the latest British Council publication in its series reviewing

novels written in English in Britain and the Commonwealth since 1945. To Ronald Hayman has been allocated the period 1967-75 and in this 90-page booklet he makes a personal assessment of 50 novels, including both well-established writers and newcomers. He also provides a checklist of some 1,000 novels by authors working within this period.

A stimulating opening proposes that "Realism and experiment are not antithetical." The charge that the English novel has become "mild" is rejected in reviews of Iris Murdoch, John Fowles and Doris Lessing. In discussing whether popularity involves compromise, Graham Greene and Kingsley Amis represent best-sellers.

A background sketch of the rise in the 1950s of the working-class anti-hero "throws light upon the

recent work of Alan Sillitoe and David Storey; and the hypothesis that novelists write best about the society they were born in is proved invalid for several novelists, including the recent winner of the Booker prize, Ruth Prater. Judging by the number of writers whose photographs have been included.

The final third of the booklet deals with authors from the Commonwealth. Representing Africa are Nadine Gordimer and Chinua Achebe. There are thumbnail sketches of Patrick White and Muriel Nazzari, and V. S. Naipaul is the most fully treated of an interesting group of West Indian novelists.

Such snippets of biography, incorporating intriguing comments by the writers themselves on their own work, will whet the appetite of the thoughtful sixth former who can then make his own evaluations.

Professor Karl's examination, following immediately after this, and before the final chapter, is a more helpful introduction for the student.

The *Stephen Prickett's Introduction* to *The Ancient Mariner* is the most interesting of the three, even if the facts that his case is not entirely convincing. Mr Prickett argues that the *Ancient Mariner* is a unique whole, that "The Ancient Mariner" is part of this unity which includes "Tintern Abbey" and that this period was uniquely creative for both Wordsworth and Coleridge. This is a view which is not shared by Prickett's comments on the individual poems are fresh and stimulating; a student might well feel that this really did offer an "aid to reflection".

Anthony Kearney on *Clarissa* is a more helpful introduction for the student. It traces Richardson's development through *Pamela* to the "impressive re-reading of the 'art' in *Clarissa*, examining the complex presentation of personality and attitudes that Richardson was able to achieve through the different 'voices' of the letters, and concludes with a section on Richardson's influence on later English novelists. Mr Kearney makes large claims for the novel, not always convincingly borne out by his quotations, but unlike Professor Anderson he does not let it sound like a novel to be read and enjoyed.

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An honest view

Mary Vaughan

Prematurity. By Michael Schofield. Gollancz £6.50.

Prematurity is a loaded and pejorative word and, though Michael Schofield does not aim to set a completely approving seal on the behaviour involved, he does analyse the various forms it takes and he realizes that the greatest single cause is opportunity. Though he claims to have defined it early in the book, he does not really do so till chapter seven, and then the definitions of this, as of other loaded words, are conditioned by the attitudes of the definers.

Among those who have clear-cut attitudes to prematurity, Schofield declares "realists" in general and the Catholic Church in particular, and notes gleefully in the "largest private collection of pornography" in the library of the Vatican in Rome. Perhaps this is why, among means of birth control, he makes no reference to Billings or "rhythm" methods, and why he feels that most people will be with Anatole France that chastity is the strangest of sexual aberrations.

Of sex education, he rightly says, "A few parents are indignant that anyone should suggest that they are incapable of instructing their own children, but the majority are only too grateful for the school to under-

Shrinking the canvas

Sociology for O Level. By O. Jones and S. Hill. David Educational £1.50 0 219 51880 2.

This latest clearly written sociology text shares with its many competitors a close gaze to the AEB examination syllabus. There is an opening chapter distinguishing sociology from other social sciences, a concluding one titled "Prominent Personalities", and the familiar sequence of Family, Education, Work and Leisure, Social Stratification, Power and Authority, Social Control and Population come in between. Each chapter finishes with

assignments and specimen examination questions. This book, like its competitors, presents sociology as uncomplicated, even innocent, and will play a part in sustaining the high pass rate in the subject at O level. My worry is not that it is sociology written in 1950, but that the concentration on modern Britain shrinks the picture of human existence. But a richer canvas cannot be produced within this restricted examination syllabus. The result is an examination, lacking history and lacking comparisons. One more first class book in a third rate enterprise.

M. D. Shipman

take something that they feel themselves unable to do". He might have added that it is easier to talk about sex on film than it is to discuss it helpfully and without all-round embarrassment in a mixed class.

He is informative about treatment for VD (and deplores the continuing practice of referring patients with genital-urinary complaints to non-medical staff in the same clinic as those suffering from VD) and about abortion as a method of population control; though here he anticipates the "moralists" is patent, indeed blatant. Surely "menstrual regulation" is a euphemism for "vacuum aspiration" which is in turn a euphemism for "suction abortion". He tackles the oft-evaded problem of the sexual life of the handicapped; in fact he uses his title as a far-flung net.

There is a fair degree of repetition in this book and the statistical tables in chapter four are slightly, but irritatingly, misplaced. But it is code for "those who want to be promiscuous" and the final statement of his own attitude to the permissive society put back into tolerant focus a subject which usually arouses much instant prejudice and little real understanding. Nobody could claim that Michael Schofield lacks understanding of sexual problems and the ability to share that understanding.

CDPs were established in 12 localities in order to mount and assess new means of combating social deprivation; each project consisted of an action team and a research team. Within 80 pages, Ray Lees examines the relationship between research and action with regard to community work with immigrants, community education in a secondary school, and the take-up of welfare rights.

The material is clearly presented and the author is able to identify the many problems of action research. Of particular interest is the chapter devoted to the funding and evaluation of an independent Advice Centre for Tenants. The investigation entailed more than measuring the increased take-up of welfare benefits. It concerned an analysis of negotiations between the CDP team, the tenants and two local authorities, as a way was sought to finance the Centre; and so the focus is on welfare rights to housing, and the issues of power.

Ray Lees does not tackle the fundamental question of whether government is influenced by research for instance, appeared to be based on premises which ignored most relevant child research. At best, action research as described by Lees does have the advantage of stimulating immediate local change, even if its wider effects on policy have yet to be shown.

M. D. Shipman

Activity?

Robert Holman

Research Strategies for Social Welfare. By Ray Lees. Routledge and Kegan Paul £3.60 0 7100 8253 3. £1.80 8254 1.

A young academic complained to me that he purchased this book under the mistaken belief that it would help him to study research strategies in general. His grumble has some justification, for the title and publishers' blurb suggest a wider content than that which is given. It is, in fact, a discussion of the research activity in just one of the Government's Community Development Projects.

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When I'm 64

Jill Turner

Old Age and Leisure Time. Wynand £2.95 85340 392 1.

Leo Toomey sets out to help young people understand why the old have the four, bellows and prejudices that they do; why they cling to the home at all costs; why they are so often as a farmer gives to his flock as much attention to their chickens. One wonders whether the inevitable result of "relating five times a day" to the latest signification of watching children hour day in and day out.

She shows the more superficial interesting variations of old age: eccentricities in the Market Square, Grandmother, Bertrand Russell and Grandmother. But a lot of "ageist" assumptions of our society are left unquestioned. The influence of an arbitrarily fixed life ("sexist") retirement age is, as it is only a part of the age people live once over their heads, more from age than they contribute. This book is about what society and young people can do to make people happier in what is fundamentally assumed to be a negative time: it will not teach the young generation to value the company, perspective and—sure!—the wisdom of their grandparents.

Although her intended readers are young, Leo Toomey does not pull the punches. Of the lack of love and care in a geriatric hospital

she writes: "The process of de-socialization, hastened of course the removal of spectacles, and hearing aids, must be a bitter and humiliated and overwhelmed old staff with no time to be as much attention to their chickens. One wonders whether the inevitable result of 'relating five times a day' to the latest signification of watching children hour day in and day out.

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When the medium isn't all of the message

W. J. K. DAVIES on educational materials produced by teachers

The idea that "the medium is the message" has been bandied about freely in recent years, although the concept has never really been accepted by practitioners in our educational system.

Yet, to judge by the exhortations of media specialists, it does sometimes appear that the selection of a "right" novel, "stimulating" medium is the most important consideration in designing learning materials. Such propositions are highlighted as usual at this time of year by the display of wares at inter-school exhibitions, where the provision of the increasingly complex hardware we are urged to buy in the name of better learning.

Now this is not intended to be a denigration of audio-visual media. Much work has gone into analysing which media are appropriate in various situations and even more on devising attractive materials for use with these media. What is worrying is an underlying implication that attractiveness of presentation, plus novelty, will almost inevitably lead to improved learning.

This is not so important if the materials are simply intended as information packs to be used as the teacher wants. Individualized learning, however, implies more than this and where materials purport to be specifically for use by learners, over-emphasis on the medium rather than the message and content can lead to their being ineffective—though beautiful.

Unfortunately, this emphasis is reflected in the work of many groups and individuals produc-

ing locally written learning materials. More attention seems in many cases to be paid to outward attractiveness than to inward effectiveness of the materials as enablers of learning.

So given that mixed ability teaching and independent learning will require much greater development of such materials, and that teachers have little spare time, are there any obvious ways of improving the present standards of materials construction?

It is possible to set up "professional" full-time writing teams, but these require a considerable capital and revenue outlay and have not yet conclusively demonstrated their value. Moreover, they appear in most cases to be basically inspired amateurs without specific training, and much of their material is simply local production writ large. In any case it is unlikely in present financial circumstances that many more such teams can be formed.

The major alternative is teacher groups or co-operatives and the writer has been investigating the relative merits of individual and group writing of learning materials. It is plain that the major problems apply both to individuals and groups. They are:

● Training in learning material writing: most of us, while we may have the desire to create material, have little more than anologous. Even a brilliant teacher is not necessarily a good material constructor by instinct.

● Lack of readily available guidelines on how to choose a mode, and how to produce effective learning

materials. More attention seems to be paid to the desired goal. This problem has been partly camouflaged by the fashion of defining objectives (or at least talking about them) and the corresponding interest in evaluation and testing.

In pulling these plums from the old programmed learning pie, the difficult and time-consuming task of producing effective ways of achieving the goals to be tested has been overlooked. Even the programmed learning theorists, in their haste to deny that PL was constricting, have tended to emphasize that one needs mainly to define goals, test their achievement and then devise an appropriate way of achieving them. That does not much help the person who has to do the devising.

● Pressure of time, particularly for teachers who always have their main job to do and for whom material production must be a part-time activity. It is easy, in the first flush of enthusiasm, to start a big writing project and produce, say, the first half-term's work. After that, there is always pressure to keep ahead of the class or other of learners, leading in general to a repetitious use of any mode that seems to have worked once and to a certain monotony of presentation and learning style. The children get fed up with doing the same thing over and over, the writing team gets disillusioned and the project may well founder.

● Perseverance when the writing activity is intermittent. Individuals who are asked to make a sustained effort in, say, a two-three day workshop, can produce a consid-

erable volume of material, but it tends to be a once-and-for-all effort: any unfinished material at the end of that workshop takes a long time to finish off. When encouraged to develop material in their own time, even with regular progress meetings, only the most dedicated continue for long.

All these factors certainly militate against success for the individual teacher trying to be self-sufficient in producing material for a class. He has to produce it all himself, he may well have no one to criticize it or discuss it with, he is less likely to have access to adequate facilities, help and high quality reprographic apparatus.

On the other hand, co-operative groups are better organized to overcome those particular disadvantages. They do have big problems—of maintaining momentum, of having to agree on some common content or set of learning objectives—which are less likely to trouble the solo worker. They also have potential advantages which may go some way towards cancelling out those disadvantages.

First, in the writer's experience, having to agree on content and goals is often found to be a valuable exercise in itself since it focuses the participants' minds on the problems of the learner.

Second, it is more possible for a group to organize concentrated workshop sessions in which enough material can be produced at one go to make an impact on their day-to-day teaching—and nothing breeds success like success.

Whoever is doing it, there will still remain the problems of funding the activity and of producing

Domination and a sixth of the world's land surface

by K. H. W. Cooper

USSR: Eastward Expansion. 37 frames. £3.25.
USSR: Forest Regions. 35 frames. £3.25.
USSR: Landscapes. 35 frames. £3.25.
USSR: Ground Filmstrips, Longmans: Harlow, Essex.

James S. Gregory, author of the book *Russian Land, Soviet People*, who with Kenneth Williams made the filmstrips *USSR: Eastward Expansion*, has often appealed for more resource materials and television programmes on the geography of the USSR. He has had little success.

This filmstrip, with its earlier partner *USSR: Natural Regions*, will help the growing number of teachers who are including this sixth of the world's land surface in their syllabuses.

USSR: Eastward Expansion seeks to show how Soviet economic expansion, mainly since the 1930s, has affected the lands outside European USSR despite the natural disadvantages of size, climate, swamps and deserts. The photographs show development of transport, fuel and power, industry, agriculture, and the growth of cities.

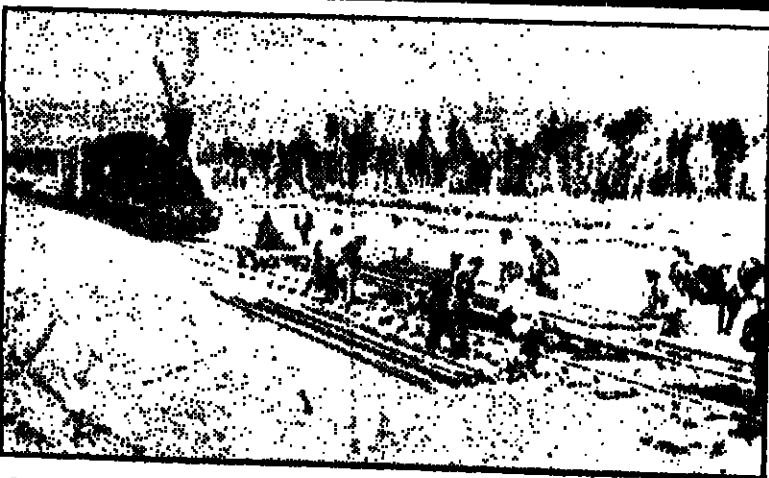
Frames on transport range from a print of old-style travel by dog sled to one of the TU144 (the Soviet Concorde). An old photograph of the construction of the Trans-Siberian Railway is contrasted with a shot of the present-day Bykay Express at Irkutsk station. The section concludes with

a map of the transport network east of the Urals. The choice of frames for the sections on fuel and power, industry and agriculture, are less satisfactory. A mechanical coal loader in an open cast mine, cast iron being tapped and combine harvesters at work have a ubiquitous quality which denies their Russian origin. Much world development is taking place on similar lines. It would have been preferable to have had more frames on the unique Russian scene and problems of development.

These problems are emphasized in the accompanying handbook but often the frames fail to convey the required facts or sensation of intensity or climatic condition. The Tyumen oilfield is possibly one of the largest in the world, but we see only three oil storage tanks at Surgut.

The teacher will have to use illustrations from sources other than geographical to convey atmosphere. The mayor's outburst in Gorki's *The Government Inspector* could be useful here: "Tyumen is a country town. Is this the frontier? You could gallop from here for three years and not reach a foreign country!"

The strip is intended for use in geography teaching and is somewhat active in its efforts to avoid controversy. It is almost impossible to study industrial and social expansion without any reference to history or politics, even if it were desirable. The handbook tends towards ingenuous statements



Construction of the Trans-Siberian Express and right: the Bykay Express.

such as that Siberia was settled by "millions of poor peasants and members of persecuted religious sects (who) left European Russia to seek land and freedom in the East".

Russian town names cause further problems, which the author has solved quite well. Iron and steel producing areas and industrial expansion are shown diagrammatically. Keys from the town names are given in the teacher's book. The strip concludes with scenes from towns and cities, contrasting domestic nineteenth century architecture with modern residential and industrial buildings in Irkutsk and Novosibirsk. The strip is recommended as an introduction to, and a non-controversial treatise on, part of the world which dominates man's capacity to alter his environment.

Man's domination is, in part, also the theme of *Coniferous Forest*

Regions, one of ten Common Ground filmstrips on world climatic regions. Some of the frames are common to both strips. Frames can be analysed by a class which can be selected and are mostly excellent for the purpose. Those of Inuvik, Canada, which show the problems of the permafrost are particularly good.

Maps of coniferous regions, representative climatic graphs and a drawing of a podsol soil convey the necessary factual background while frames from various parts of the USSR and Canada give visual evidence of plant and animal life, human activity, transport and settlement. The accompanying teacher's handbook is detailed and useful with pupils from early secondary to GCE O level.

Arid Landscapes also has a detailed handbook. It is basically intended for sixth forms but not

solely for geographers. The strip could be valuable to geologists, environmentalists and conservationists, especially as arid regions make up 30 per cent of the continents and man will have to look for irrigation schemes for those areas as world population increases. The strip follows a pattern established by the earlier black and white series, *Physical Geography* of which it is one of the full colour replacement series. It starts with a map of arid land distribution and has sections on weathering, wind action, water action and desert basins. The section on desert basins is prefaced by a diagram which helps to place subsequent examples of basin features in context. The use of colour is a great improvement on the old black and white strip even if some of the frames now seem not quite so dramatic. The strip is highly recommended.

Historic Yorkshire

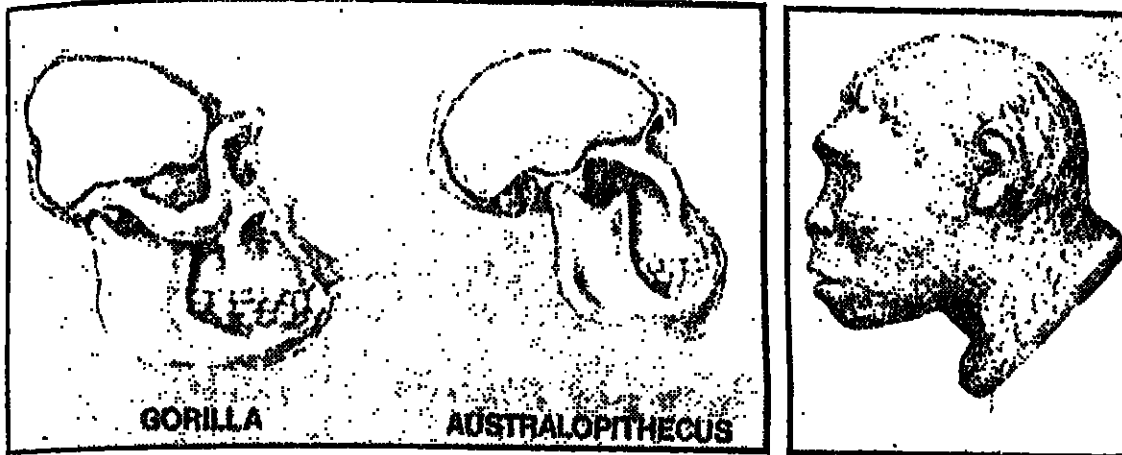
A Source for History project has been prepared at the John Taylor Teachers' Centre, Leeds, comprising 10 units on local history and two more general units.

Much of the material relates to the eighteenth and nineteenth centuries on topics such as health, the workhouse, industry and transport. The two general units are *The Second World War—the Home Front* and *Pioneers of Flight, 1909-1932*.

The centre provides in-service

courses, a resources and book library and a collection of audio-visual equipment. Ideas for resource materials come from various curriculum study groups and the centre produces three or four publications a year. The printed, with few illustrations, information at a non-professional price of 80p including postage. Other productions from the centre include a study paper entitled

"Using the Countryside—Farms and Farm Visits" and *Places of Historical Interest in Yorkshire*. The former was produced to help teachers to plan outings and to make them aware of safety precautions, while the latter is a simple catalogue of the many abbeys, churches, castles, stately homes and museums which can be visited in Yorkshire. Details from *The John Taylor Teachers' Centre, 53 Hensley Lane, Leeds, LS6 1AA*.



Evolutionary cases and case-studies

by John A. Barker

An introduction to Evolution. A set of six half-frame colour filmstrips. What is Evolution? C6901 39 frames. Natural Selection C6902 47 frames. The Evolution of Man C6903 51 frames. Cultural Evolution C6904 39 frames. Mutation and Isolation C6905 45 frames. Darwin and Evolutionary Thought C6906 45 frames. Each with teaching notes £2.50 or as a set, £13.50. Educational Productions Ltd, Bradford Road, East Ardsley, Wakefield, Yorkshire WF3 2JN.

This is an American series with notes rewritten for British use. It aims "to give an idea of the principles involved in the conception of Organic Evolution and the facts and theories which have been put together to support the arguments".

The first few frames of *What is Evolution?* are concerned with the Tennessee "monkey trial" of John Scopes in 1925. The controversy over teaching evolution has recently been before the American courts once again and it is a pity that the notes do not mention that it is still a living issue in the United States.

The rest of the filmstrips show how the theory helps to explain facts such as the occurrence of fossils, their formation and dating, and the relationship of modern forms to those of the past.

The illustrations do not always obviously fit the text. The relationship of a frog's eye to the concept of mutation, for example, is not an easy one to see.

Natural Selection has some inter-

esting examples of both natural and artificial selection, from Galapagos finches to a Great Dane. Resistance in bacteria to antibiotics is used to emphasize the different explanations which might have been given by Darwin and Lamarck—perhaps not the most suitable example, as it does not consider the action of selection at a biochemical level. As a case-study of natural selection, the peppered moth is used in an effective series of frames. Finally, determining the process by which variation is produced is raised and work of Mendel introduced.

The third filmstrip, *The Evolution of Man*, illustrates man's position in the animal kingdom and some of his characteristics found in other primates. The form and location of man's fossil ancestors is illustrated, and reconstructions of the head and lifestyle are used to make these more vivid. Examples include Kenyapithecus, Australopithecus and Neanderthal man, and examples of different human races are shown, with emphasis on the fact that they are all one species.

Cultural Evolution provides a sequel, showing how man's intelligence has resulted in ability to control the environment. This theme is developed through scenes of early man and cave paintings, contemporary attitudes. The relationship of population genetics to evolutionary theory is not really considered. The interaction of the genotype with the environment could have been much more effectively developed, for example the interrelationship of the sickle-cell gene in populations and resistance to malaria. However, there is much good material in the series and it deserves inspection.

A mechanism of evolution is explained in the fifth filmstrip. The nature of the gene make-up is explained by reference to the action of DNA. The relationship of a DNA coding to the production of

different proteins is mentioned in the notes and it is a pity there are no frames to illustrate this. Some examples of mutation, such as haemophilia, are given and the ways in which mutation can occur are discussed. How isolation by various processes can lead to the formation of new species is illustrated and again reference is made back to man.

The final filmstrip, *Darwin and Evolutionary Thought*, puts Darwin and his work in a historical context. It illustrates the men, such as Lyall and Malthus, whose theories strongly influenced Darwin and also shows the sources of evidence used by Darwin from *The Voyage of the Beagle*.

Final frames link the work of Darwin to discoveries in genetics. The giraffe is used as an example to explain the basic difference between the theories of Darwin and Lamarck. Unfortunately the notes, in referring solely to the giraffe's neck, perpetuate the old error as to what Lamarck actually wrote.

The American production does not greatly obtrude. However, pupils exposed to the entire set will become tired of seeing a picture of the same American class in discussion. For some reason, there is not enough emphasis on contemporary attitudes. The relationship of population genetics to evolutionary theory is not really considered. The interaction of the genotype with the environment could have been much more effectively developed, for example the interrelationship of the sickle-cell gene in populations and resistance to malaria. However, there is much good material in the series and it deserves inspection.

Number, measurement, money

by Keith Stapylton

Unit 2: Gloucestershire Mathematics Scheme. By Gloucestershire County Council. Macmillan Education, Houndmills, Basingstoke, Hampshire. £10.95.

This set of 278 cards, prepared by Gloucestershire teachers and advisers, aims to provide structured experience in mathematics for top ability and some first-year junior children. It follows the same format as the *Unit 1* cards: cards for individual or group work, there are sections for work on number, measurement and money.

The cards are presented in an attractive way, but the amount of the below average child. Number cards will be assigned children, seated on the cards.

will know addition and subtraction facts to 10, and works through to subtraction, involving decomposing hundreds, counting in multiples and number patterns.

Measurement work is based on personal statistics, use of simple weights, cookery and everyday capacity measures. A classroom top is the hub of the money section, and shape work is based mainly on geostrips and plane shapes. Use of the early number cards in strict order might make organization difficult.

The children are encouraged to present answers in line with modern notation or graphically. Colour helps distinguish explanation and question. Teachers who use the sets will need to be aware of the need to talk about assignments and results. There is always a danger cards will be set, worked and marked too mechanically.

Some of the work in the shape section seems rather divorced from children's everyday experience. In both this and measurement, structured play will surely be a prerequisite, even with eight-year-olds. The cards provide a reasonable core to a mathematics programme for seven and eight-year-olds. Nevertheless, a little more stimulation and excitement would have been welcome. More open-ended assignments will need to be provided to accompany more closed tasks presented on the cards.

Greater Manchester

The Greater Manchester Council have published a resource pack on the Metropolitan County of Greater Manchester. It is made up of ten information sheets on aspects of the history, geography, industry, communications and administration of the area, a map and a chart.

The new county now takes in Wigan, Bolton, Bury, Rochdale, Salford, Oldham, Stockport and Trafford, as well as Manchester itself: a cover 500 square miles and has a population of 2.7 million people.

The area has a fascinating history and plenty of important local figures, such as Colborne and Bright, Emily, Farnhurst and Lloyd George. The sheets suggest questions, projects and visits; some questions are general, other relate directly to Manchester, and all the visits, of course, are in the area. Project: Greater Manchester's Costs 50p from the Public Relations Office, Greater Manchester Council, County Hall, Fiddicott Gardens, Manchester.

Correction

The report on the A.V. at Work exhibition in the last week's TES (page 29) gave the impression that this was the first exhibition of that name. There have, in fact, been many previous A.V. at Work exhibitions, but this was the first to be held at the New Horticultural Hall, in London.

Patterns of sound

by Gillian Thomas

A new trust, the Baldwin Association for Literacy has been set up to promote the "Patterns of Sound" method of teaching reading. At the inaugural meeting a succession of parents and teachers testified enthusiastically to its effectiveness in producing quick results in both normal children and those with particular difficulties, including dyslexia.

The method was evolved by Miss Gertrude Baldwin, a retired teacher, because she felt all the existing methods had serious drawbacks. Froebel-trained, when she retired she taught herself two new alphabets—short-hand and Greek—to find out what it is like to be a child starting from the beginning. She gradually produced a picture-alphabet to explain what each letter or combination is telling the lips, mouth and tongue to do. This is used in alliterative verses to hammer the points home, making the whole process fun for the child.

People using the method have varied from a 54-year-old illiterate grandmother, who went on to teach her 10-year-old grandson to read after three months, to classes of remedial seven-year-olds. Now 80, Miss Baldwin's main concern is that the method should become better-known, which is why the trust has been formed.

The new association will organize seminars and courses for teachers and parents. Miss Baldwin has just completed a new book of teachers' notes and catchy verses which will be published soon and a film which shows her at work with a class of primary children can be hired from the Concordia Film Council.

The Baldwin Association for Literacy is at Flat B, 6 Belsize Grove, London N.W.3.

Toys and puppets

"World of Toys and Puppets" is an exhibition to be held at Hatfield House, Hertfordshire, from June 23 to August 31. The toys on display will have been designed by English toymakers who have won British Toy Makers Guild Awards, and some toy craftsmen and women will be also demonstrating their crafts.

Among the puppets on display will be Burmese marionettes, Japanese rod puppets, marionettes from Sicily, Italy, France and Czechoslovakia and several puppets in the English tradition.

The exhibition will be open every day except Mondays, although it will be open on Bank Holiday Monday, August 30. It will be held in the Old Riding School and admission will be 70p for adults, 35p for children. This charge includes the park, gardens and car park.

For further information write to Mrs Jean Younger, 8 Brocklefield Grove, Harpenden, Hertfordshire.

Hanleys, the toyshop of Regent Street, London, have brought out an educational catalogue as a separate publication from their general one. They say this is in response to parents, teachers, play leaders, occupational therapists and so on who have suggested special needs and asked for advice on toy buying. However the catalogue does not suggest toys for special purposes. It makes a selection which is hoped to be "while enough to be useful for those unable to visit".

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32

TALKBACK

Ideas,
argument, experiences,
research

Language attitudes

V. K. Edwards

Jim Wright's article "How Much Interference?" (Talkback, May 14) raises some important issues which deserve reply. In a discussion of my work (reported in *Educational Research*, February, 1976), he suggests the case that dialect interference causes comprehension difficulties is "far from proven" and proposes two reasons why this explanation may not be adequate. Perhaps the more serious argument relates to the replication of my work by Gwen Smellins at Bournemouth College, who found no significant differences in West Indian and British comprehension scores. It is misleading, however, to call Ms Smellins's work a replication. The children in her sample were on average three years younger than those in mine, and their reading performance was consequently concentrated in the earlier passages of the Noale analysis. The significant differences established between West Indian and British children in my work only emerge in the later passages, which explain the apparent discrepancy between her findings and mine. The other argument which Jim

Wright proposes is that since most West Indian children are bidialectal, Creole is unlikely to interfere with reading comprehension. Findings from supplementary tests bring to light new and interesting information which challenges this assumption. These tests were designed to assess the extent of Creole interference in the understanding of British English, and concentrate both on the more persistent Creole features—noun-verb concord, plurals—and on differences which are seldom recognized—word order, passives.

Two main findings emerged. The only difference between British born and recently arrived West Indians was on sections dealing with the more persistent Creole features. On those sections dealing with less obvious features there was no significant difference between the two groups of West Indians, although the difference between these groups and the English control group was highly significant. This suggests that the understanding of many West Indian children who are apparently bidialectal continues to be influenced by Creole.

There was shown to be a significant correlation between the children who showed a high degree of Creole interference and those who underperformed on comprehension tasks. There is, therefore, strong evidence that dialect interference does affect comprehension.

It would be dangerous to conclude that dialect interference is the only factor. Comprehension is a complex area and misunderstanding is much more likely to result from the interaction of many variables—differences in accent, grammar, vocabulary—than from individual differences. It would certainly be unrealistic to contemplate some linguistically oriented kit which would be the panacea for all West Indian difficulties in understanding British English.

Nor would it be realistic to look at linguistic factors in isolation. It would seem, for instance, that attitudes towards language differences are just as important as the differences themselves. Thus, a teacher who does not understand the nature of the differences between Creole and British English will not be able to distinguish between real mistakes and interference, and may well cause confusion when he "corrects" the child.

Reactions to articles on:
West Indian dialect/Young footballers
Living the language in Israel

Similarly, if he does not appreciate that Creole is a perfectly regular and valid linguistic system, he is quite likely to communicate his negative feelings to the West Indian children in his class. Negative feelings about speech seem all too often to be extended to the speaker.

This is a thesis which is supported by recent testing with student teachers. Almost without exception, when asked to evaluate five children speaking on tape, they judged the middle-class child most positively, then the working-class children, and finally the West Indian children. They were not aware, however, that one of the children had spoken twice: once in a West Indian accent and once in a working-class English accent. The fact that they consistently evaluated her more favourably when she spoke with an English accent than when she spoke with a West Indian accent suggests that they were reacting to stereotypes and not judging the children as individuals.

West Indian children were found to have similarly negative feelings about themselves. The danger of such attitudes in teaching need hardly be emphasized. Dialect interference deserves serious consideration as a contributory factor in the differences in comprehension observed in V. K. Edwards and in the classroom studies which may affect both teachers' treatment of the child and actual teaching strategies. It would seem to call for two complementary levels.

First, teachers must be aware of the nature of the differences between Creole and British English, so that they can recognize and understand the children's difficulties in comprehension and appreciate it as a perfectly adequate linguistic system. Second, they must be sensitized to the relationship between language attitudes and stereotypes, and to the danger that these may be translated into

serious consideration as a contributory factor in the differences in comprehension observed in V. K. Edwards and in the classroom studies which may affect both teachers' treatment of the child and actual teaching strategies. It would seem to call for two complementary levels.

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issues discussed in this article. I am grateful to the National Association for the Advancement of Colored People (NAACP) for their support.

V. K. Edwards is in the Department of Linguistics, Birkbeck University.

otherwise, and to come up with sensibly structured suggestions for action.

Great play is made, from time to time, in the professional football to make better provision for young players' futures. Preparing for a trade, taking business courses and so on—all these are admirable. But the future for most professional footballers, young and not so young, is today or, at its most remote, next Saturday—match day! They don't want to know about further education, they just want to play football. The clubs, the league and the Professional Footballers' Association do try, almost unceasingly, but their successes are marginal.

What can be done? First of all, schoolboys who play in competitive football—in leagues and cups—should only do so under the care and guidance of someone trained to understand the effects of competition on children—and

teachers are not the only ones who should be trained to understand this work. Providing the training is no great problem, a couple of evenings each week for four or five weeks would help. We should encourage people to take charge of teams of schoolboys, and not them if necessary.

In professional football, coaches and trainers must be well paid and qualified, particularly in the case of young players. And when they are qualified, they should be on a professional and agreed scale. Clubs and schools who combine to set up centres for especially talented schoolboys to receive the best individual coaching and care. And since the professional or senior clubs, they should foot most of the bill.

Allen Wade is director of coaching for the Football Association.

and religious education relatively poor, but, as the pupils advanced in the school, they tended to become indifferent, and, indeed, many were openly hostile to these subjects.

Since, however, these subjects became related to visits to Israel, became related to the religious and communal life of the pupils, they were no longer seen as a burden, but as a part of their life.

For decades, Israel has been a constant state of political, economic, religious and social tension. This tension has been a further help in developing among the pupils a sense of responsibility and a sense of commitment to the Jewish people and the Jewish state.

Edward S. Conway is headmaster of the JFS Comprehensive School, London.

33

The integrated mode

P. W. R. Foot on how one school has keyed an integrated approach into the examination system

Why do so few schools use Mode 3? The Hedley Walter School, Brentwood, Essex, provides a Mode 3 exam based on a common syllabus, giving certification across the board from the lowest CSE grade to the highest in O level. While many teachers are discussing the Schools' Council report on a single exam at 16-plus, this school has been providing it for many years.

From visits to the school, and to others who use Mode 3, it is clear to me that the quality of the work is higher and often more dynamic than in many other schools. Moreover, the benefits of the comprehensive idea are more clearly demonstrated in such schools: by greater resources and use of philosophy, staff, equipment and material. The Hedley Walter, however, might be of particular interest to those who question "progressive" methods, or the value of the interdisciplinary approach and the inquiry method.

At this school such methods are employed successfully. They arose from the beliefs of the individual, irrespective of one's talents; in one's ability to cooperate rather than compete; and in the great influence which a philosophy determines their organization. From their first year, children are placed in houses with their friends. They work around tables with them, and they have freedom of movement to obtain the resources they require from the school library or elsewhere.

The Mode 3 approach, now operating in maths and other disciplines, was first confined to a humanities course including English, history, geography and religious education. It was a five-year, integrated course, based on broad themes which in the fourth and fifth years included problems of freedom and authority, the world of work, the world of admiss, and the Third World.

The use of English permeates and supports all the other interdisciplinary work. Ample provision is made on the worksheets for pupils to read not only for factual information, but also to stimulate their creative powers. On the sub-theme of conflict in the modern world, for example, many chose to study the poets of the First World War and produced verse on the theme.

It is often alleged that aspects of English tend to get lost in an integrated scheme. The amount of writing and discussion which goes on in the school would seem to refute this. "Pupils at the Hedley Walter," an English teacher told me, "give five times as much good continuous writing as do those who attend the local direct grant school."

A real attempt seems to be made to cover all abilities. An introductory key lesson makes great use of visual and audio material.

and worksheets containing questions and suggestions for activities.

These sheets are prepared by staff at fortnightly meetings, and are designed for mixed ability teaching, to meet the needs of all the children. Some children are withdrawn from the foreign language sessions to receive reading help, and in the classroom remedial teachers help individual pupils. The school has its quota of poor, even non-readers. "After the third year," Arthur Gregson said, "they cease to be a problem, thanks to our remedial staff."

This integrated programme worked well until the need to provide examination certificates arose. Mode 3 was the obvious answer.

"I didn't particularly want to enter pupils for more than one examination," Arthur Gregson said, "but in an area which is already covered by a public school and a grammar school I had to satisfy parents I could provide the same kind of certification as the more formally taught establishments—that is, separate certificates for disciplines both at O level GCE and CSE. In the end we were able to run our common syllabus, for the CSE and GCE boards had accepted it as a Mode 3 based on the work in the fourth and fifth years."

In the humanities, 75 per cent of the final mark is allocated to course work; in mathematics it is 50 per cent; external moderators from both boards ensure that standards are maintained. The exam awards appear to justify the teaching method. In 1974 (RGS/A year) there were 200 pupils in the fifth year, out of which 282 sat either GCE or CSE or a combination of both. They were awarded 1,186 passes at O level or the equivalent—CSE

Grade 1—were awarded (these figures do not include CSE awards for short-hand and typing). 1975 was also a good year and only a few Easter leavers received no certificates.

The school was previously a secondary modern. Many of the children who originally came had failed the 11 plus. For some years Bill Quin has given National Foundation for Educational Research tests to the first years, and from them he has recorded their educational quotients. Many who entered the school with quotients as low as 80 went on to finish their courses, with several O levels or their equivalents.

"So much," said Bill Quin, "for the myth that there is only a rigid percentage of children capable of achieving certain standards." He maintains that the school's teaching methods not only help the remedial children, but encourage the large middle band to realize their potential. He believes, as does the head, that the more tightly knit the structure, the more freedom one may have within it.

This year the school has a sixth year for the 170 students, who variously require A levels, more O levels, Certificate of Extended Education or commercial qualifications. Sixth-form results are generally encouraging. The school considers it has gone as far as it can with its use of Mode 3, though many would agree with Jack Wileley that another breakthrough would be the approval of Mode 3 at A level.

Bryan Williams, head of humanities, saw no special difficulties in proceeding from an O level in the integrated scheme to an A level. The enthusiasm engendered by the course often acted as a carry-over. But according to Stuart Raine, who is in charge of history, there are some dangers. One had to ensure

pupils received a fair idea of a timescale and the flavour of a period in history. When dealing with the theme of development in India and China, it was easy to get the time scale out of focus.

Some of the O level projects showed a great diversity of interest, and some genuine talent for research based on original and primary sources. The 1975 history projects dealt with themes such as Essex churches, development of the theatre, Isle of Wight railways, the London Hospital, and local history—nearby villages and historic buildings. Some of the projects crossed the discipline barriers and were assessed accordingly. Visits to museums, record offices and libraries make great demands on fifth-year pupils, but many of them produce a prodigious amount of work through their involvement and enthusiasm.

Such enthusiasm is equally matched by the lower school. "It's a very friendly school," said one boy, "because you don't have to ask permission to move about if you want something like a book or more paper." Most children liked working in groups too, although an articulate girl, who had previously been at school in Northampton, said she occasionally found the talking in the group distracting. Nevertheless, she much preferred it to the separate rows of desks she had been used to.

Only during a handful of Easter leavers did I hear any critical remarks about the integrated approach in humanities. One boy, who was keen on motor cars, said he much preferred being taught separate subjects. You can then concentrate on the subject you like, and not do the others, which are a bore.

Over the 11 years the scheme has been built up many problems have arisen: staff turnover (accommodation is difficult, and Brentwood has only recently gained the London allowance); shortage of resources and source material; the vast amount of paper work involved in planning a staffed subject change; and the challenge of examinations.

Thanks to the lead of the head, support from a dedicated nucleus of teachers, encouragement from parents and much material help, the most acute difficulties seem to have been solved. There is no denying the school demands more from its staff and its pupils. The integrated approach means that teachers must continually appraise the value of their own subject, but also keep in touch with developments in other subjects. Yet after five or six years many teachers who might easily move on to suffer working-party feel a loyalty to a school in which they are teaching to some purpose.

P. W. R. Foot teaches English at Langdon Park Secondary School, London.



Fourth-year group at The Hedley Walter School at work on the humanities course.

Games teachers play

Richard Nicholson

At a recent day conference of the Durham and Cleveland branch of the National Association for the Teaching of English, on Bullock in the secondary school, I was invited to play the Language across the Curriculum Game. This exercise was designed to simulate a meeting of a high-powered curriculum development sub-committee in a comprehensive. It was held in the head's study, and the teacher in charge of English and the remedial specialist.

From the start we took up fortified positions and prepared to do battle, looking to defend our own and potential allies. I found myself playing a head of mathematics and sciences who saw language across the curriculum in terms of arriving at a common understanding of marking symbols. Quickly we moved to the familiar camps, and, stung by comments from our opponents, and encouraged by support from our allies, we polarized so that the game rapidly became an all-out war in which language was played out as a means to an end.

My experience of grappling with Bullock's fourth principle, "communication," Every language across the curriculum, establishing every teacher's involvement in language and reading development throughout the years of schooling—suggests that this is a case where small is beautiful.

The large sceptre meeting, with the big

political guns primed and in position, which we reproduced all too successfully, is probably best avoided. And this is probably in areas where it is hard to travel hopelessly to arrive, anything as definite as a policy statement or even a discussion document, in the early stages at least, is likely to inhibit real exploration and cross-fertilization of ideas.

It seems clear that in discussing recommendations four we are really discussing methodology, and the sooner this is established the better. The best chance seems to lie with a small group of volunteers, without regard to hierarchies, from a variety of specialisms and with varying amounts of experience, who get down to practical tasks as quickly as possible.

The precise tasks will vary from school to school, depending on the interests and talents available, but all should be actively participating by providing evidence for examination by the group, in the form of pupils' writing, tape-recordings, videotapes, transcripts, and so on. This approach reduces the likelihood of speech-making and taking-up attitudes, and increases the likelihood of a thorough examination of language and learning.

A great deal can be achieved when colleagues discuss how they are doing, respond to different kinds of pupils' writing collected from different subject areas. How should we respond to the written work of remedial pupils? When is it appropriate to respond to written efforts in red ink and when is it appropriate to respond in other ways? What other ways are available? How much pupils' offerings are encouraged, and how does it aid learning? How far can/should teachers be encouraged to specialise in "mark English"? Questions like these can be discussed in general terms, but the consideration of evidence in the disciplines discussion and emphasis on the real issues. Teachers learn about the difficulties

and preoccupations of colleagues from other specialisms, and the multi-purpose function of language is emphasized.

Similarly, if tape recordings of lessons are listened to, real insights are possible. It is easy to generalize about what happens in classrooms, both in terms of teacher talk and pupil talk, but listening to tapes of lessons (or going into colleagues' lessons) is more likely to be fruitful for the teacher.

When I started listening to tape recordings of my own lessons I was surprised at the difference between my objectives and my actual performance. Applying the method more widely, I discovered how entrenched is the concept of teaching as instruction. Recognition of this may be the first step towards developing greater flexibility and a wider role-reporting for the teacher. Other teachers and groups of teachers will make other discoveries, but I commend the method wholeheartedly to a working-party. Interaction analysis systems can be used to make the examination of classroom talk more sophisticated.

Better still, where the school has a video-camera, lessons can be recorded for evaluation by the group so that non-verbal as well as verbal exchanges are available for scrutiny. A teachers' centre or college may have VTR equipment, they can lend. Recently, my school and a local college of education co-operated in filming a team-teaching venture, involving teachers and students from the college working side by side. The language used in team-teaching, which involved group discussions and a plenary session, was available on tape, to be considered by the working-party or any other group in the school.

Once evidence has been collected it can be used in various ways. The written work or the tapes can be read at a department meeting. When I was a head of faculty I found that the minutiae of administration crowded out discussion of methodology. The only answer was to arrange additional meet-

ings with the sole function of discussing classroom practice in language across the curriculum working-party must disseminate its material and provide all kinds of off-shoots and growing points. This is really the key.

Bullock should provide a much-needed impetus to encourage teachers to talk in a meaningful way about methodology. At best it offers a chance for teachers to get together to discuss how to do it, how pupils learn, the pitfalls, political and others, can be avoided, there is a real opportunity for teachers from different subjects to get together in a mature and professional manner to learn more about the art and craft of teaching and the mysteries of learning.

But what about that policy statement? There are some who would like a neat, tidy prescriptive document, which can stay in the head's file until it is brought out to impress VIPs of one kind or another.

Others point to the need to give clear guidance to probationary teachers and other inexperienced colleagues. But the simple 10-point formula is out when the subject is as vast and amorphous as language and learning. By all means let the working-party report, but let its "policy" be a selection of the multi-media evidence it has accumulated, along with summaries of the suggestions and recommendations they would make in the light of that evidence. And let the file or folder be open-ended in the sense that it is always added to as new evidence comes to light.

This sort of approach will make a real difference to the quality of learning, and will prevent discussion being a game in the worst sense of the word: a game played simply to impress outsiders because Bullock is currently so fashionable, but with no feedback to the classroom where, after all, the action is.

Richard Nicholson is deputy head of Sheraton Comprehensive School, Stockton-on-Tees.

Proper training

Allen Wade

I was interested to read your full and sensible consideration of the relationship between professional football and schoolboys (April 29). Any attempt made to relate professional football to a trade or a profession is irrelevant. Playing football for a living is a matter of talent—the talent of playing and the equally important talent for survival and for competing successfully. But any occupation which recruits children from 14 years upwards must do so responsibly. While some progress has been made, a great deal remains to be done.

Home work from abroad

Edward S. Conway

The decision to send a group of pupils to live abroad for half a year in a boarding school was taken because I was convinced that the best way to acquire an adequate basic knowledge of a foreign language was to live in the country. The consequences, however, of this experiment have convinced me that there are peripheral advantages from such projects no less important than the linguistic improvements.

This scheme has now been in operation for two years. Twice a year, groups of boys and girls in their third year leave the JFS Comprehensive School to spend five months at Givat Washington, a girls' residential high school in

Israel. The classrooms and residential quarters are austere. The extensive grounds are unattractive because the school cannot afford to pay for labour—even if it were available—to make the landscape attractive. The teachers, however, are dedicated and inspiring, and the Israeli pupils, who come from underprivileged families, are above average in ability, friendly and cooperative.

What seemed to impress not only the pupils and the parents, but also the teachers, both in Israel and at the JFS, was the improvement in personality brought on by the project.

At the boarding school, the JFS pupils had established a bond of mutual trust with one or more adults or fellow-pupils, and this enabled them to discard some of the more disturbing of their inhibitions. They, as well as their Israeli teachers and fellow pupils, were sufficiently emotionally remote and physically removed from the sources of their personal anxieties to view and discuss their problems with a degree of objectivity which would have been difficult within their normal home and school environments.

In England. This friendly residential school acted as a catalyst, setting in motion therapeutic forces which transformed anxious pupils into confident, socially mature and resilient young people, and, when they returned to England, they appeared to be able to cope adequately with tensions at home and at school.

However, one must not assume from this that the pupils who embarked on this project were selected because they revealed intense anxieties. Indeed, selection has been based primarily on academic potential. Nevertheless, many pupils disclosed in the friendly atmosphere of the school in Israel the worries of their home and school in England. Apart from the academic improvement, which was expected to emerge from a prolonged stay at the boarding school, there were improvements in their general motivation. The pupils were eager to attend lessons outside their normal timetable, both before they went abroad, in order to prepare for their return, and after their return, to consolidate their progress.

Their ability to express themselves in writing improved because, without exception, they wrote long

letters home describing their experiences. This is in marked contrast to the passive complaints of the return of pupils who participated in the more normal school journeys abroad, and who rarely sent home more than the traditional picture postcard.

There have been no grounds for the early fears that such a long absence from school would have an adverse effect on progress in other subjects. In the first place, this fear produced an added stimulus to study, both in the months before they embarked on the course, as well as after their return. The second, a teacher from the JFS accompanied the group as a tutor, and she was responsible for ensuring that the pupils, in addition to their Israel study programme, spent a couple of hours each day following an individual programme of study which had been planned by their JFS teachers.

Not only has this scheme proved beneficial to the participants, it has added a new dimension of interest to the teachers and generally within the school. In the first decade following the opening of the JFS in 1958, not only were the external examinations in Hebrew

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EXTRA

Geography and the future landscape



The timeless landscape of the imagination. "Lake with ruined church by moonlight" by Henry Pether (1828-65).

Evaluation techniques

The landscape is no longer a happy accident between man and nature writes Roger Thomas

Landscape has always been a peculiarly English addition, as English as roast beef and Yorkshire pudding. At the moment there is a considerable gap between theory and practice, the role of landscape aesthetes for example, being a current problem. Some schemes take into account the users' landscape preferences (and future landscapes should be planned to take account of these), but there is a need above all for standardized techniques to facilitate the direct comparison of widely separated areas. The landscape is seen as a resource for the future, to be planned and managed, but first of all to be understood.

The evaluation of townscape has made great strides in the past few years, encouraging children to look objectively at the streets around them. The sweeping canvas of the landscape must contain more of a problem. A visual appraisal of landscape must contain many subjective elements, but in attempting the exercise we have to learn first about the construction of the landscape, and second about our own perception of it.

Landscape evaluation techniques try to look objectively at landscape character (made up from the different elements of the landscape) and quality, which must reflect the demands of landscape to satisfy the needs of various users as a landscape evolves, while qualities could add drama and interest to the view, or they could be ugly scars on the landscape.

Clean, fast-moving water is attractive; polluted, sluggish water is unattractive. Field boundaries and shapes are likely to be more attractive if they are irregular, identifiable landmarks also raises the landscape score. What could schools contribute to a landscape evaluation programme, and where could these evaluation techniques find a place in an already overcrowded geography or environmental studies syllabus? First, the best way to discover the problems of landscape evaluation is by trying devising a scheme of your

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Geoff Dinkels, Stephen Cotterell and Ian Thorn



This course represents a complete re-thinking of subject matter and teaching method for secondary level geography. As such it has had an overwhelming reception from teachers in both schools and colleges of education since it was launched earlier this year. In addition to the three titles already available Introduction to Reformed Geography, Farming, Manufacturing and the free Teacher's Guide (available upon request from our Education Department) we are pleased to announce a further three titles to complete the course: Forestry, Fishing, Mining and Power (ready July/August), Transport, Settlement and Services (ready September). Also in preparation for publication in September are sets of overhead transparencies and of colour slides for use with Introduction to Reformed Geography. Each book: £1.75. Visual Material: Price to be announced.

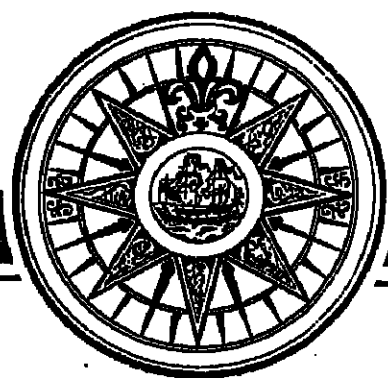
Inspection copies of the books and/or leaflets on the course and visual materials are available from our Education Department

HARRAP'S BOOKS
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Geography continued

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WHEATON

The affective domain

Geoff Dinkle on how to stir up feelings and conviction in a geography lesson

When did one of your pupils last thump his fist in despair on the desk during a geography lesson and exclaim "Oh, no!" or express genuine disappointment and try to hold back a tear? If such emotional responses resulted from your legendary memory of the home-work timetable or from the fact that you were about to revise the regional subdivisions of Belgium, please read on. Alternatively you might have achieved what has been called meaningful communication in your classroom. In the educational jargon, you may have achieved your objective of an excursion into the affective domain.

The affective domain is one of the three orders of learning identified by Bloom and his colleagues (1956-64): the other two orders being the cognitive and psychomotor domains. The developments over the last 10 years in the content and methods of teaching geography have helped to raise our awareness of the higher order cognitive processes of analysis, synthesis and evaluation.

However, the affective domain has been decidedly played down and at best received only lip-service. It was encouraging to see that the objectives listed by the Schools Council History, Geography and Social Sciences 8-13 Project revealed great emphasis on social skills and personal qualities. The latter included a specific list of objectives deemed worthy of fostering, and grouped under the subheading "Interests Attitudes and Values".

It must be stated that the aims of the affective domain are difficult to evaluate and by their nature the results will be intangible and long-term. The real difficulty for teachers is perhaps how to stir up feelings and conviction in a geography lesson and how to reveal value systems and philosophies of life. Three classroom examples are offered as food for thought, experiment and modification.

The first example is based on my own locality and concerns establishing conservation areas. Pupils are introduced to the fact that local authorities decide which parts of their areas should be preserved or improved, and when conservation areas have been established, their development is controlled. Major sections of the development control policy are listed, and students write a brief comment on each section stating their feelings, reasons, approval or disapproval.

It is vital that they can write whatever they want. Percentage approvals and disapprovals can be obtained from each member of the teaching group, modal percentages established and extreme returns shown. Individuals who differ strongly from the group should be invited to give reasons for their reactions and decisions. It should not be difficult to set up a short discussion on the general concept of conservation areas, policy and legislation.

At this point, we looked at a case study—the recent proposal to establish a conservation area based on two villages 10 kilometres north of Andover, Hants. The Test Valley District Council had published a booklet outlining the policy, and including experimental proposals for improving the villages' environment, involving local inhabitants and the authority.

Background information was gleaned from Ordnance Survey and geological maps, relevant statistics, some quantitative analysis, students' work and quotations from Cobbett's *Rural Rides*. Several coloured slides of the villages were shown and details of the authority's proposals for environmental improvement were supplied with a large sketch map showing selected features of the proposals. The local authority welcomed comment on its proposals and a public meeting took place in Hursbourne Tarrant parish hall last December.

A role play simulation of this meeting was organized in the classroom and a variety of roles introduced, from planning department officers, local farmers, residents and shopkeepers to a geography teacher who lives in Hursbourne. Such a chance to exercise empathetic skills is welcomed by most pupils and it usually needs

little prompting and interference from the teacher.

After the simulation (for which a double period is essential), students were shown the account of the actual public meeting carried by the local newspaper to compare reality with their simulation. The fact that games and simulations motivate students is well established. The crux of the exercise is the realization that several students who had previously indicated definite approval of conservation, had strongly protested against the proposals for the two villages in the simulated public meeting. Such discrepancies are worthy of class discussion—do people have opinions and convictions which crumble when confronted with reality and personal involvement?

A second example is based upon a controversial hydro-electric development in the West of Tasmania. A study was made of the development of hydro electricity in Tasmania, including statistical information about the growth, capacity and output of the island's power system, power generation and the use of topological maps to simplify the details of power schemes. The study involved drawing maps and diagrams and was illustrated by coloured slides and a film.

The pupils were then asked to read a news item shown on the overhead projector, copy the data shown by the item and write down their personal reaction—feelings about the information. It was emphasized that they may write anything they wish (within the bounds of decency of course!) and no mention was made of any specific item with Tasmania. More news items appeared on a time, in chronological order. These items cover the many aspects involved in the Lake Pedder controversy, and the structure of decision-making is revealed for the student to com-

ment, react and become involved in the incredible story unfolded. If the news items are punctuated with relevant maps, diagrams, photographs, most students become emotionally involved, especially the climax is worthy of an episode in *Forrest Gump*. *Forrest Gump*, in the recent past, has been used in a geography lesson. It is worth emphasizing that the technique used in this exercise can be adapted to cover all areas of conflict situations.

A final example was devised quite fortuitously during a "Work" session. The pupils were the shoes of a family man who had a list of 12 factors which might be expected to influence his choice of where to live, and were invited to rank them according to importance. The list included every student member was invited by the class (each minute of concentrated listening on one's contemporaries) and in order was easily established. The order with the group's order by applying the Spearman's Correlation Test, the pupils achieved a highest positive result with a claimed Mr. Average.

However, it was even more interesting to follow up this exercise with a class discussion of the individual decisions. The pupils were asked to justify their ranked factors and to group order to the group order; this was done with the group's order, when the factor of nearest parents, friends or relations concerned. In short, it proved to be another instance of the result of an experience.

Geoff Dinkle is head of H.E. at Cricklade College, Andover.

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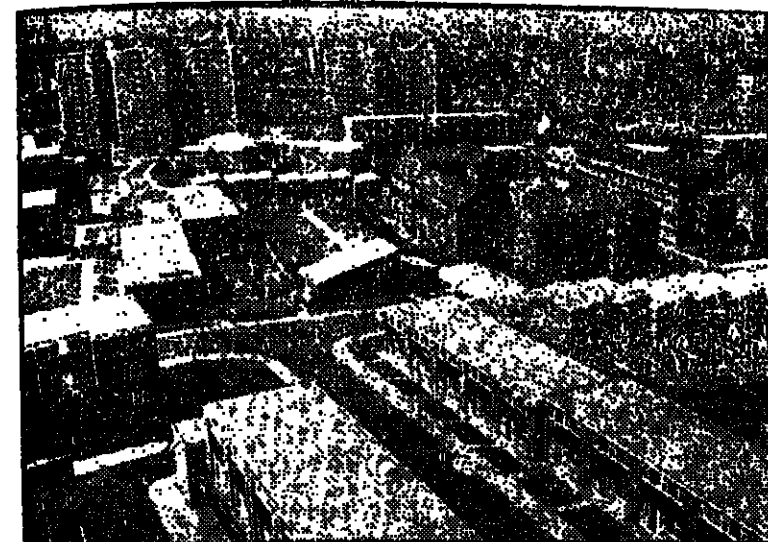
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Tower blocks have their points

By David and Jill Wright



Wigan is magnificent from its tower blocks. (Cambridge University Press Slide-set "North-West England", 40 slides).

Geographers use coloured slides and filmstrips far more than any other teachers. It seems sensible therefore to ask what makes a good photograph for teaching. Prewritten notes in photographic competitions seek impact, and often consciously look for unusual angles. Photography for education is a very different art, but the final extent of the differences only came home to us as we got to grips with making slidesets on Greater London and North-West England.

Our basic assumption was that geography seeks to look at relationships. But for relationships to be apparent, good composition often needs to be abandoned: much better to have the untidy edge of a housing estate beside a factory than a word to make a property developer's heart.

Perhaps it is this need for seeing relationships that makes the standard photographs provided by agencies and industrial companies so unsatisfactory for teaching. In spite of their constant reappearance in so many textbooks and filmstrips, Relationships are best seen from a high vantage point. But hilltops are few and far between. The only strip of significant detail, a sort of economy sandwich-filling between huge slices of sky and out-of-focus grass, in towns the planners have helped to solve some of the geographers' problems. Wigan is magnificent from its tower-blocks: so are parts of Newham where the fourteenth storeys offer unrivalled views of

lower Thameside, the Royal Docks and the variety of riverside industry at Silvertown. Only from the dizzy heights of Thamesmead does the Thames itself appear from behind floodbanks.

The high-level Mancunian Way is best seen from an even higher level, and we did manage to get on to the most suitable private balcony by the kindness of a resident who also offered a most welcome cup of tea. But over-use of tower blocks by geographers with cameras will soon sour such hospitality. Doubtless the photographer will soon be banned along with hawks and canyons.

High spots in the central business district should be much simpler to find, but one photographic expedition coincided with IRA bomb scares—apparently a camera bag is an effective bomb holder. We frequently failed even to get beyond the receptionist's desk. One essential view was of the City of London across the River Thames. There are few suitable skyscrapers or the south bank, but Harry Hyams had just completed one beside London Bridge station. We wrote, pleading the cause of education—surely a word to make a property developer's heart.

We waited expectantly. We are still waiting—perhaps to top storeys, the hazards had not been overcome. Manchester patriots may complain that our views do the central area of their city less than justice. It is not a sudden failure of pollution control, but a failure of

the proprietors of the tallest office blocks to get the windows of their viewing-floor cleaned. We had similar difficulty at a lower level in London's Oxford Street trying to capture the shopping crowds. Eight bus journeys in rapid succession along the length of the street failed to discover a site clean window owned by London Transport.

Where highspots were not available, or where we wanted to see more land, we were sometimes able to use aeroplanes, but we found the royalties will not repay the cost. Liverpool Docks looked superb from a two-seater low-flying plane. In our amazement, shortly after take-off the pilot pulled back the cockpit roof as if in a sports car, and cheerfully tilted the plane through 45° so that the photographer could avoid the wings, then back through 90° to resume his course. If the skyline is not straight there's a good reason. . . . Next time we'll try ballooning.

Air views can encompass a large area of land, show up many relationships, and fit closely with a map, but they also present many problems. Unlike views from hill-tops and tower-blocks, views from aeroplanes are unfamiliar to most pupils and teachers, and require some training in interpretation. It is difficult to pin-point scale, and the high points which are so important on the ground may appear insignificant from above. While the decision to pass seen from an aeroplane pleased us when we had to illustrate so much in so few slides, its extent and its detail can confuse unless a long and detailed study of one view can be made. Also, the higher the viewpoint the more lifeless the countryside.

We have hardly begun to solve the problems of living up to photographs. It is well known that people in Islamic countries hide or run away at the sight of a camera, but surely the millions who live in England do not have the same fear of the evil eye? Yet when we looked through the processed slides there did not seem to be a living soul in Preston, Bournemouth, or Camberwell. To make things worse we have criticized other visual publications for omitting the people who live and work in the places photographed. Of course, there are the useless slides—crowds that justify so close the picture would be most useful advertising hair cream. We also fail to understand why these elusive people seem to leave such very ancient curs around, making slide sets look dated before they even appear.

continued on page 52

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A story to tell

Trevor Rowley on landscape archaeology

Since the war there has been a growing awareness of the landscape as a source of historical information. The most notable landmark was the publication of Professor William Hoskins' *The Making of the English Landscape* in 1955, which was followed by a series of county books on the same subject. Other major contributions have come from Professor M. W. Beresford in *History on the Ground* (1957), *New Towns of the Middle Ages* (1967) and with Professor J. K. St Joseph, *Medieval England: An Aerial Survey* (1958).

This work has made it clear that the landscape which we inhabit is not the creation of a single period, but an immensely complicated amalgam of elements that have developed over an immense time span, perhaps as much as 4,000 or 5,000 years. The term "palimpsest" was first applied to the English landscape by Professor F. W. Maitland in his *Domesday Book and Beyond* (1897)—to indicate that each generation inscribes some features and at the same time takes some away.

Constructions of one age are often overlain, modified or erased by the work of another. The present patchwork of settlement, roads and fields has evolved as the result of thousands of years of human endeavour, producing a landscape which possesses not only a beauty resulting from long and slow development, but an inexhaustible store of information.

We have gradually learnt to look at the landscape as a historical document in its own right, and that by careful analysis we can supplement and in some cases augment our understanding of economic and social forces, physically expressed in the townscape and countryside. Individual landscapes have been recognised for some time. The splendid churches of East Anglia and the Cotswolds which were built in the late Middle Ages on the proceeds of a prosperous wool trade are perhaps the best known examples; or the regular enclosures and straight roads of the Midlands laid down by the Parliamentary enclosure commissioners in the eighteenth and nineteenth centuries.

But perhaps not so clearly understood have been the more subtle changes in settlement patterns,

which are often expressed today on the ground in the form of low relief earthworks, indicating settlement abandonment, or more often settlement shift over a considerable period of time. The lesser monuments and the earthworks of the early industrial revolution too have a story to tell of the change from rural to urban industrialization.

Landscape archaeology requires the examination of the total landscape. The landscape archaeologist has to combine a variety of approaches to his subject. He must be part geographer, traditional historian, environmentalist, geologist and art historian. He must, in landscape as a whole and to extract as much information as possible about the development of that landscape and what it tells us about the social and economic fortunes of those communities that have successively lived there.

In recent years our techniques of investigation and our approaches have helped us to expand our concepts of former landscapes enormously. The prehistoric landscapes found in earthwork form on the southern chalklands, such as Salisbury Plain, have long been recognised. But it is only recently with the application of aerial reconnaissance that it has been possible to understand that similar complementary landscapes exist in the river valley areas.

For instance, the Upper Thames is covered with a pattern of settlements, fields and cemeteries, the surface indications of which have been removed by generations of ploughmen and the buried remains are visible only from the air over a short time during the summer. Similarly, in the Roman period detailed fieldwalking allied to intensive aerial reconnaissance is helping us to understand Romano-British landscapes, most notably in the areas near the Fens, the Somerset Levels. Similar research is beginning to help us understand the true nature of the early middle Saxon settlement patterns, an area which appears to have been grossly over-simplified in the past.

Similarly in the Middle Ages many of our ancient towns and cities can demonstrate their origins as newly planned settlements by their characteristic plans made up of a

central market place with burghage plots. It is, however, the richest area for research in the Middle Ages can be found in the densest urban landscape, with its living in low relief earthworks. For instance we now have an abandoned 2,000 villages have been abandoned since the Norman conquest.

Many of these still can be seen showing as sunken platforms, appearing as rectangular features, or as raised mounds, or as low ridges, or as a strange silted, an unusual again in earthwork form. In the old centre, then, again, we find a variety of features, such as fishponds, strips, enclosures, windmills, watermills, most of which are only in earthwork form.

It is the plotting and interpretation of these features, together with the investigation of the structures and the examination of the evidence that is the essence of landscape archaeology.

Landscape history has begun to feature in the social and environmental discussion. With our awareness of countryside, townscape as sources of historical information, the need to record the significance of features which are disappearing is becoming increasingly important. It occurs in our modern landscape such a dramatic rate that the record has never been greater.

Urban redevelopment and expansion, mineral extraction, the towns, motorways and the need of hedgerows to create new fields, all take their toll of the historical environment. Many the features with which we are concerned are individually not important but together they constitute a whole. We are at last beginning to understand the importance of a national context, or, for instance, the following of a line of earthworks, or a line of trees, because we recognise such beautiful objects take time to grow and cannot quickly be replaced. We should have a similar consciousness of the destruction of our landscape—hedgerows, trees and buildings—is irreplaceable.

Trevor Rowley is a staff lecturer in archaeology at Oxford University and co-author with Michael A. J. Davison of *Landscape Archaeology* (David & Charles, 1974).

The perception of landscape

A study that puts people back at the centre of the environment, writes Hugh Prince

Geography has been taught long enough in schools for us to realize how educators' views of the world have changed and are still changing. Nineteenth-century textbooks, reciting the positions of capes and bays, are tediously boring, not only because we reject the faith Victorians had in rote learning, but also because their image of the world has no relevance for us. Geography as a study of sea power in imperial strategy was a casualty of the First World War.

In the years that followed, as western economies lurched from boom to slump, school children were taught where their bread and butter came from. In the commercial heyday of the 1930s, collect, clip, paste and universal providers, people scarcely entered into the account, and a geomorphologist accused human geographers of confusing the discipline with a mess of socio-economic potage. Goods were delivered to our doors, as if by magic, untouched by human hands. My own schoolbooks, dating from this period, made no reference to the effects of depression on wheat farmers in Saskatchewan, to the migration of Okies to California orange groves, or to the purges of peasants in the Ukraine.

Recently we have been offered a new, yet more impersonal and mechanistic geography, which not only ignores people in favour of theoretical abstractions, but substitutes hypothetical surfaces, networks, lines and nodes for real landscapes. These analyses maintain a deadly silence about how people are affected by urban renewal, motorway construction and aircraft noise; nor do they tell us where the situations they describe occur or what places look like.

This abstract world is supposed to reflect the ideas of planners and economists. It bears strangely little resemblance to environments in which we live, work and experience real events.

The study of perception puts people back at the centre of the environment. It is concerned with views, both true and false, of all manner of people, including not only strategists and planners, but also, to borrow John K. Wright's

list, "farmers and fishermen, business executives and poets, novelists and painters, Bedouins and Hottentots". It necessarily deals with subjective ideas, value judgments, and expressions of prejudices and preferences.

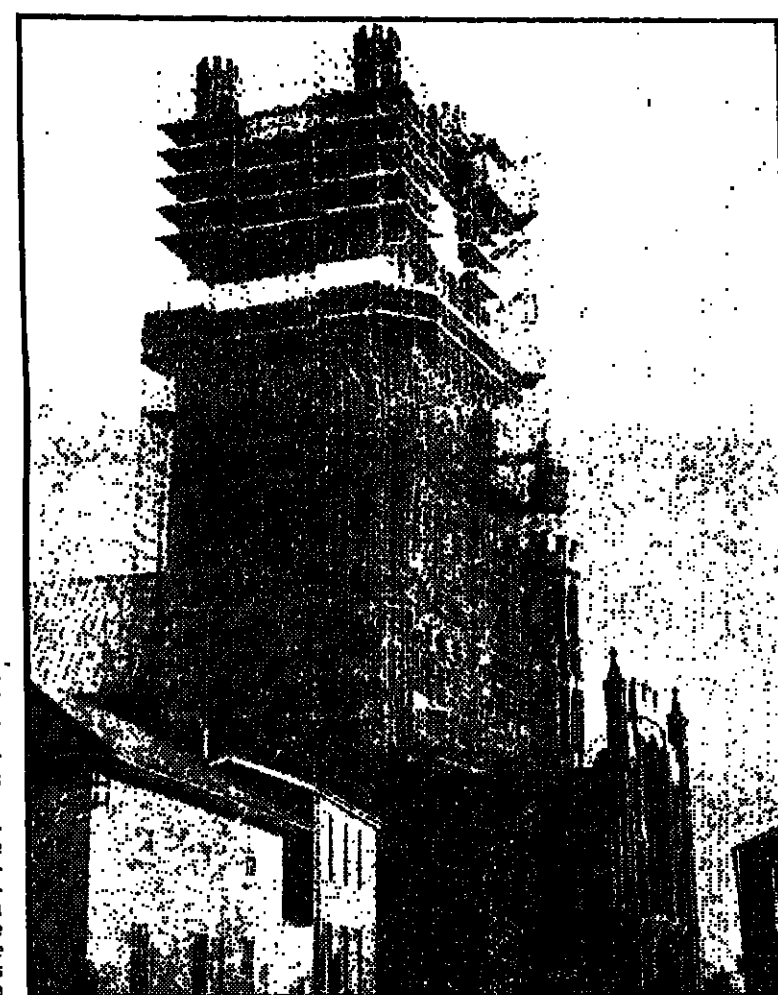
It sees people as thinkers, dreamers and observers as well as actors and producers. It visualizes places seen through a drunken haze in Malcolm Lowry's *Under the Volcano*, or scrutinizes hideouts for an escaped prisoner in Eric Newby's *Love and War in the Apennines*. It follows Vladimir Nabokov's desperate search for a guilt-free state of homeless bliss in *Invitation to a Beheading*, or examines how environment may be made to yield the means of survival.

David Wright's *Survival*, one of an excellent series of books written for 11 to 13-year-olds, illustrates a highly specialized view of places. Most of us devote only a small part of our lives to specialist pursuits. Our viewpoints are continually changing. We have only to take a five-year-old playing in a garden to realize how quickly a small plot of land is changed from a nature-study laboratory into an imaginary battlefield for toy soldiers, into a picnic site, into a football ground and back into a laboratory for observing the habits of earthworms and grasshoppers.

Not all views are intimately personal or individualistic. Many are socially conditioned. As home-finders we seek out a neighbourhood where we hope our children will be able to make friends, where we anticipate we shall not be engaged in quarrels with families next door, where we imagine we may succeed in avoiding violence, disease, squalor and ugliness.

These are all social expectations, whose fulfilment depends on others sharing our attitudes. Departures from accepted behaviour in cleanliness or child care may lead to falling house prices and rising crime rates.

But there are places, such as Soho, or Montmartre or the Vieux Port in Marseilles, where other values take precedence over comfort, security and hygiene. In some places the visitor's view takes precedence over the residents'.



Ely Cathedral under scaffolding.

Photo: Jack Casselden

The fascination of the Leaning Tower of Pisa arises partly from the awesome thought that one day it must collapse, as eventually must all towers and skyscrapers. Most builders, we suspect, do not hesitate to take some risk in adding an extra few feet to the height of a nave or a spire, and we applaud the crowning of a spire of rock in the bay of St Michel with an audacious monastic pile as a triumph of human art. An acknowledgement of the transience of man

and his works underlies an appreciation of what Rose Macaulay aptly describes as the pleasure of ruins.

My interest in landscape perception focuses on objects that people associate with the past, that are regarded as relic features. Some observers include everything in the landscape as a relic feature because everything was designed or created in the past. We and all our surroundings are creatures of history. Other observers reserve the

term relic for things which are functionally old or obsolete. Some regard old features as impediments to change, describing medieval field systems, for example, as standing in the way of agricultural improvement.

On the other hand, many relic features are looked upon as historical monuments and antiquities to be cherished and preserved. Country houses and historic buildings in towns are frequently described as part of our landscape heritage and strenuous efforts are made to repair them and to save them from destruction. A decision is rarely taken to abandon further work and allow a monument to fall into ruins. Yet how much longer can Venice be prevented from sinking into its lagoon, or Oxford colleges be saved from passing traffic shaking them to pieces?

A basic dilemma lying behind every appeal to restore an ancient cathedral is that the demand for funds will increase from year to year. At Ely, for example, it was estimated in 1973 that £50,000 would be required to repair the crumbling stonework in the west tower. When part of the money had been collected, scaffolding was erected. From the scaffolds the deterioration of the stonework was found to be much more serious than had appeared from the ground. In 1974 a fresh appeal was launched. Then followed a period of rapid inflation. By 1975, when workers reached the top of the tower, £263,000 had been spent, but already other parts of the cathedral were crying aloud for attention.

Ely is a small, not outstandingly wealthy, country town. Unaided, it cannot carry the burden of maintaining a cathedral, and the question for all of us is how many such monuments should we continue to support? Having posed that question, further questions are raised concerning our selection or rejection of materials for constructing history in future generations. Decisions taken today change tomorrow's view of the past.

Hugh Prince is reader in geography at University College, London.

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By D. J. Witherington

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This is a remarkable production, the result of a splendid cooperative effort that represents the researches (many still not reported) of a working conference of historians. And it is well produced: some 130 maps and 96 pages of accompanying commentaries, clearly printed by lithography on A4 paper, strongly bound. Moreover, it is by today's standards astonishingly cheap—kept deliberately so that it is virtually no one who has an interest in Scottish history may be barred from obtaining a copy—and so that it may have the widest use in schools, colleges and universities.

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them, this is particularly the case with the distribution maps of place-names and of archaeological finds, of burghs and baronies, of mottes and tower-houses, and of protestant advance or resistance in the period of Reformation. Useful, too, are the maps of changes in ecclesiastical divisions and judicial authority as well as the expected maps to demonstrate English-Scottish relations in the wars of independence and the frontier problems both with England and with Gaelic Scotland. There are especially valuable analyses of trading links, of emigration to the Baltic region and of the emergence of Edinburgh as the dominant merchant as well as political centre in Scotland.

It is not to be denied that this Atlas will go through a series of editions, in the gaps in the present some of the current map-making range of topics will be filled and a few of the current maps—perhaps congested, with names in different type-faces, and dots, squares and triangles all representing mountains, ranges and hills—will be redrawn. Perhaps, in time, we shall find the benefit of maps in colour. But it is only in black and white that all, for this enterprise has fulfilled its purpose magnificently. We have long needed an historical atlas for Scotland, and now we have it. We must hope that the good Scottish medievalists provoke their modern colleagues into emulating them for the period since 1600. In the meantime, this publication is recommended unreservedly to all teachers and students of history as well as Scottish history.

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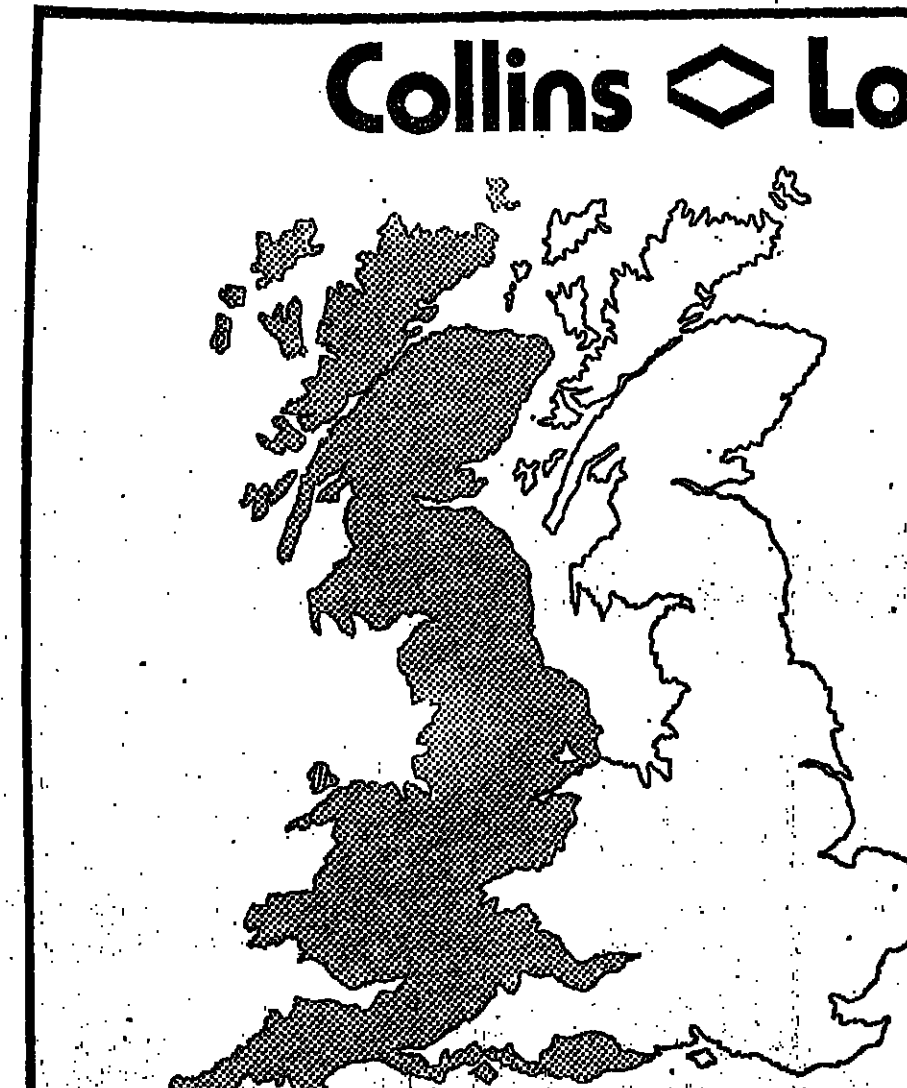
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Classroom Geographer

PUBLISHED MONTHLY
OCTOBER TO MAY INCLUSIVE

This is an independent magazine for geography teachers. It aims to facilitate the exchange and diffusion of teaching material and to keep teachers up to date with developments in school geography.

Recent issues have contained class and field work articles relating to teaching and methodology, and reviews, letters, and other comments. Contributions are welcome.

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A neglected resource

Horbert A. Sandford on improving school atlases and atlas teaching

Most teachers believe each pupil should have an atlas, although buying a class set of atlases may use all the money available for that class for the whole year. The best use must therefore be made of this expensive resource and teachers must ensure that their pupils can use it meaningfully and as a way to learn about the real world which it tries to portray.

Research in the last few years has shown that heavy investment in school atlases is scarcely justified by their use. To some extent this is due to inadequacies in the atlases. However, three examples of special interest have emerged from research conducted with groups of between 30 and 2,000 pupils.

Most atlases contain maps showing the distribution of coal, iron, diamonds and other products by means of abstract symbols drawn with scant regard to their natural affinities. It is generally thought that pupils do not know there is something in common between nitrate, phosphate and potash (as fertilizers, for instance) or between diamonds, sapphires and rubies (as gemstones).

Learning theory has advanced far enough to be applied to symbols on atlas maps. When a group of pupils were given a rationally designed set of commodity symbols, their ability to use them increased by up to 50 per cent. It is also widely believed that the scientific symbols of U for uranium, Zn for zinc and so forth would be meaningless to pupils using atlases. Yet science is taught in schools and when the pupils were given these symbols their ability to use them improved by up to 100 per cent.

Many publishers and teachers believe that while younger children need pictures in their atlases, older children neither need nor want them. It is now established that even the older and able children want them, 86 per cent in a representative sample of 1,600, and that they gain much from pictures of the appropriate kind.

The third example is fundamental and even more striking. The relief on an atlas map is shown by contours and the spaces between the contours are coloured according to their range of altitude. The selection of these contours is irrational.

One widely used scale is 0, 200, 500, 1,000, 2,000, 3,000 and 5,000 metres. The steps between these contours are 200, 300, 500, 1,000 and 2,000 metres. Even the mature mind of a professional geographer cannot accurately visualize the landscape when irrational scales are used. Research at Prince Rock School, Plymouth, showed that the children's ability to visualize the relief improved almost threefold when they were given a relief map with the rational geometric scale of 100, 200, 400, 800, 1,600 and 3,200 metres.

Although there is still much scope for improving atlases, the best use of a high quality—but poorly used—resource. Published atlas workbooks seldom do more than help children to find places and read off altitudes, distances, directions and so forth. A good atlas is like a surgeon's scalpel that is used to sharpen pencils.



How to make a contour model. Mr Gorry Young teaches Kevin Jones at Prince Rock School, Plymouth.

It is rare for children to learn to visualize the real world through the map. They cannot interpret the information it provides and are unaware of its potential as data for quantitative analysis.

The immediate cause is doubtless due to the neglect of atlas mapwork during teacher training. In one investigation 11 qualified students, supposedly ready to teach geography in our schools, were asked some elementary questions on a school atlas map. The results were appalling. Not one could, for instance, read off the height of Lake Baikal in Russia.

No wonder 26 per cent of a large sample of secondary school children said that ships took it in turns to pass through the Straits of Gibraltar, 40 per cent said that the North Pole lies to the northeast of Mexico and 50 per cent said that there were only two or three towns in New Zealand.

The neglect of atlases is a phenomenon of this century. Atlas mapwork was highly regarded until it gave way to the Ordnance Survey map at the turn of the century. The recognition of the value of the large scale topographic map was a most important step forward in geography teaching but it could never have been intended to replace the serious study of atlases.

An investigation of 1,600 pupils showed an improvement in atlas mapwork of 16 per cent from years 12 to 16. This remarkably slow progress suggests that there has been little or no teaching of atlas map reading and interpretation. But the latent ability exists. A

Trees and the landscape

By Sally Festing

By the seventeenth century the Englishman realized the hitherto forest-clad slopes of his lowlands were rapidly balding. It was hardly surprising. Since a 74-gun ship took 2,000 large and well grown timber trees, mostly English oak, demands from the navy were immense; farming and building too, had taken their toll. Thenceforward, though some interests still led to denudation, park and garden making and later, town and suburban development, encouraged propagation and planting. For creating landscapes is bound with trees.

John Evelyn was the first to raise the call to plant, and land-owning aristocrats, for patriotic, economic and aesthetic reasons, responded. Improving their properties with one another over the latest fashions in garden design, they created country estates that are responsible for much of our typically English pastoral scenery.

The cry was taken up by early designers. Influenced by Le Notre at Versailles, trees were lined like sentries, ranks deep, into formal avenues and vistas; then clumps and natural curves came into fashion, with Kent and Capability Brown. Picturesque Regency plant-

ing followed and the Victorian emphasis on foreign introductions. How they loved the Wellington redwoods that every country garden seems to sport today.

But in the south and the Midlands especially, the landscape has suffered increasing losses through the growth of towns and industry. Quite apart from the ravages of Dutch elm disease, trees, hedges and forests continue to disappear, resulting in loss of protection, privacy, shelter and not least habitats for wild life. So the difficulty is to retain what is beautiful, restore what is derelict and develop for the future.

"Our purpose is to get a child to respect trees," said Mr K. R. Davis, secretary of the Tree Council. "It's all part of coming to terms with their environment and growing up. One really wants to inculcate this at an early age."

The council represent 28 national organizations with interests in arboriculture, including foresters, amenity societies, local authorities, the professions and growers. They provide a wall chart for schools (free, but please send a badge and certificate to make them members of the "Buddies" club of Great Britain). The trust has used a government grant to produce an illustrated publication on "everyday things there is to know about trees"—propagation, planting and care. This will be given away to any school applying before the end of June.

One of the council's member

groups engaged in education is Trees for People. This is a charitable trust, started by Simon Klinger that has already inspired school children to plant thousands of trees across the country. As a former boys' club leader in the East End of London, Mr Klinger feels the best way to prevent vandalism and win children's interest is to involve them in something creative and socially beneficial. "However brutal their economic and material environment, children are always receptive to positive ideas put to them in detail, clearly and unequivocally. They show a great deal of enthusiasm and perseverance if they are given an opportunity to participate."

The trust supplies young trees free of charge, provided children are directly involved and care is guaranteed for five years by the authorities. It encourages nursery garden projects, lends tools and gives small grants for fertilizer, etc. to a school suffering badly from the economic squeeze. Children joining a tree-growing activity receive a badge and certificate to make them members of the "Buddies" club of Great Britain. The trust has used a government grant to produce an illustrated publication on "everyday things there is to know about trees"—propagation, planting and care. This will be given away to any school applying before the end of June.

"I cannot think of anything more gratifying than to create new interests for children, improve the environment and witness through the seasons the results of one's support for Britain's trees."

Mr Klinger passes on his message with a ring of crusading zeal.

Canals and Rivers of Britain

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Both books have 8 pages of photos and 30 pages of diagrams.

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GEOGRAPHY OF THE USSR An Outline

Edited and with a foreword by T. S. Gregory.
Trans. from the Russian by David Fry.
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Our changing world

Geoffrey Sherlock on the BBC geography series for 13 to 16-year-olds

One of the major assets of radio is the speed of its reaction time—very shortly after an event an expert opinion can be on the air. Within a couple of weeks in this series, *Our Changing World*, there have been programmes on the north-west African phosphate deposits, Solby coalfield and topics associated with the Law of the Sea conference. The programmes have contained views of people directly involved in these continuing events.

The autumn term will continue to be topical, with 10 programmes on Third World aid and development. Immediately relevant are the two United Nations conferences, on trade and development in Nairobi and on human settlements and their effect on the world's resources in Vancouver.

The first set of programmes cover economic development. Peter Goodwin visited Egypt and Ghana to collect material for the first two programmes, one on the Volta River in Ghana, the other on the Aswan Dam. The final programme in the unit is devoted to the tourist industry in developing countries, including Kenya, Jamaica and Papua, New Guinea.

The series then looks at self help and intermediary technology. It explores such things as the research into new crops and the difficulties of introducing new foods to people with long-standing food conventions and at the cultural problems and possible benefits of changes in possible benefits of changes in the class there is a special project to build a spinning wheel which is included in the pupils' pamphlet and teachers' notes.

The next three programmes consider crops and animals. Expert information is included on sheep and plant breeding and the work being done on high yielding seed and the search for primitive grains to cross back into new grain. Vegetable oils is the subject of the second programme. It examines the oils we all use but which are largely

imported from countries of the developing world and considers the effects our demands have on their economies.

The last programme in this unit is on animals for the Third World. This is a Radiovision programme (that is a Radiovision and a film-strip planner as an integrated whole) and covers animal breeding, selection, marketing and the domestication of wild animals. The film-strip provides excellent photographs which give implicit geographical information on vegetation and landforms beyond the explicit programme content.

The final programme of the term is a role play exercise by pupils of the Manor School, Cambridge. They will base their work on the information contained in the pupils' pamphlets, teachers' notes and scripts which schools will have, but they will have received them in rough form a few weeks earlier so that they can prepare the broadcast. They will form themselves into spokesmen representing Ornam—country of their own invention—the developed world "aid givers" and a group who do not want high technology but would rather rely on self-help. After setting out their case, the discussion will be thrown open.

The programme will be recorded a few days before transmission (December 2) and broadcast virtually as it happened. The only editing will be to make full use of the time, not to change the views stated. How about organizing your own role play exercise on a similar basis?

The spring term, 1977, concentrates on western Europe, particularly France and Germany, but with themes common to many areas: urbanisation, leisure, transport and single industry towns. The summer term is practical and applied geography.

This series will be broadcast on BBC Radio 4 VHF 11.40 am to 12.00 on Thursdays.



Objective Tests in Geography

J. A. Lane

The book is for students studying for CSE or O-level examinations. Several of the sections will also be useful earlier in the school syllabus. 500 questions cover the British Isles, physical geography, world geography, geographical terms, problems of developing countries, and revision tests. They are divided into categories of factual recall, negative reasoning, reasoning, classification, multiple completion, and assertion/reason.

Publication June Limp 85p approx

The Soil

An Introduction to Soil Study in Britain

F. M. Courtney and S. Trudgill

The book is for students studying for A-level students. Using the systems analysis method, the authors convey complex information simply and clearly. Over 100 large diagrams illustrate the text. The practical aspects of soil study are fully covered in each section, with laboratory experiments, fieldwork and mapwork suggestions.

Limp £3.25

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Following the same basic arrangements as the author's *Map and Photo Reading* (second edition), this book provides a full course in map and photo work to O-level. Maps at 1:25,000, 1:10,000, 1:25,000 and 1:50,000 are now included to conform with the new Ordnance Survey metric scales. Nine full colour metric O. S. map extracts are accompanied by appropriate photographs. Answers to graded questions are available separately.

Limp £2.50 approx Answer book 50p approx

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Conceptual Frameworks in Geography

General Editor: W. E. Marsden

As the series title suggests, this collection of books for sixth form students has been designed to develop the conceptual approach and to help students to build a meaningful framework of knowledge centred on 'key ideas'. The authors identify the key ideas within each chapter of their respective books, building up to them gradually in the text and through illustrations then reinforcing them through the use of assignments and at the end of each chapter, through additional activities which encourage students to apply the ideas in wider contexts.

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John Bale

The study of location of manufacturing industry has, traditionally, been approached from many angles—sometimes purely descriptive and often deterministic. In this book, John Bale has placed special emphasis on the more modern behavioural and quantitative approaches, giving particular attention to the economic and political rationale behind industrial location decisions.

240 pages fully illustrated £2.50

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Primary

HEADS AND DEPUTY HEADS

CALDECOTT FIRST SCHOOL
Caldecott Gardens, Abingdon
(Roll 225; Group 4)
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this First School. The post becomes vacant on 1st September, 1978, owing to the retirement of the present Head Teacher. Although the number on roll is now 225 this number will reduce when a new school opens nearby in Spring, 1977.

WATCHFIELD COUNTY PRIMARY SCHOOL

Watchfield, near Swindon
(Roll 120 to 140; Group 3)
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this Primary School. The post becomes vacant on 1st September, 1978, owing to the retirement of the present Head Teacher. Watchfield is on the western edge of Oxfordshire, near Swindon.
These are both re-advertisements, and all previous applicants will automatically be reconsidered. Further details and application forms can be obtained from the Chief Education Officer, Maclefield House, New Road, Oxford, on receipt of a stamped addressed envelope. Applications should be returned within two weeks of the date of this advertisement.

NEW HINKSEY CHURCH OF ENGLAND FIRST SCHOOL

Vicars Lane, Hinksey, Oxford OX1 4RQ
(Group 2; age range 5 to 8-plus)
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above school, which will be vacant as from 1st January, 1977. Application forms and further particulars are available (stamped addressed envelope) from the Chief Education Officer, Education Department, Maclefield House, Oxford OX1 1NA, returnable within two weeks of the appearance of this advertisement.

WEST OXFORD PRIMARY SCHOOL

Ferry Hinksey Road, Oxford OX2 0BY
(Roll 138)
Re-advertisement.
Required for September or January, experienced infant teacher for the DEPUTY HEADSHIP of this Group 3 First School designate. Ability to teach music an advantage.
Closing date for application, 18th June.

SCALES 1 AND 2

BAMPTON PRIMARY SCHOOL
Bowling Green Close, Bampton, Oxfordshire
(Roll 220)
Required for September, a teacher of INFANTS (five to seven) to work in a modern two-teacher cooperative situation.
Please apply by letter (no forms) giving full details including DES number. Names of two referees required.

BODICOTE GRANGE COUNTY PRIMARY SCHOOL

Avoncle Way, Banbury
Required for this new school opening in September, a teacher to take MUSIC in this seven-class Primary School. A suitably experienced teacher could be considered for a Scale 2 post, but applications are also invited from other teachers. Completed application forms should be forwarded to Mr. Nicholas Head Teacher, 1 Chiffert Rise, Ashby-de-la-Zouch, Leics.

NORTH LEIGH C.E. CONTROLLED PRIMARY SCHOOL

Park Road, North Leigh, Near Witney, Oxon
Required for September, teacher (Scale 2) for LOWER JUNIORS with responsibility for coordination of reading and library.

DR. RADCLIFFE'S SCHOOL

Steeple Aston, Oxford
(Roll 200)
INFANTS' TEACHER required for September. Family grouped class, working cooperatively with another parallel class.

STOCKHAM SCHOOL

Stockham Way, Wantage
Required for January, 1977, or earlier if possible, teacher for a vertically grouped set of five to seven, year olds to work alongside two parallel groups in a purpose built area.

WATTLING COUNTY PRIMARY SCHOOL

Gorwell, Watlington, Oxon
(Roll 280)
Required for September, an experienced teacher for INFANTS. A willingness to offer assistance with mounting school displays and country dancing would be an advantage.

WHEATLEY PRIMARY SCHOOL

Wheatley, Oxford
(Roll 473)
Teacher required to make up team of two in an open-plan infants' classroom. Ability to take MUSIC in the infants' department an advantage. Scale 2 for suitable applicant.

Middle

SCALES 3 AND ABOVE

IVANHOE MIDDLE SCHOOL
Temporary Head, Blackbird Leys, Oxford
Required for the Autumn Term only. Applicants should have a wide range of or/and skills and be able to relate these to integrated studies.
Further particulars and application forms, telephone.

Oxford 771703 on or after Monday, 7th June. The successful appointee will be offered an interview for the permanent post.
Closing date 21st June.

SCALES 1 AND 2

DONNINGTON MIDDLE SCHOOL
Cottonville Road, Cowley, Oxford
(Roll 438)
A Scale 1 vacancy for a teacher to join a second year team of five. An interest in the HUMANITIES, FRENCH and ENGLISH would be an advantage.

Secondary & Comprehensive

HEADS AND DEPUTY HEADS

WALLINGFORD SCHOOL
Station Road, Wallingford, Oxon OX10 0LB
(Roll 1,250; Group 12)
Required for January, DEPUTY HEAD (Director of Studies) to be responsible for curricular development and timetable. This is an opportunity for a teacher with energy and ideas to join an experienced team meeting new problems of building and organization after amalgamation. Wallingford Grammar School and Blackstone Secondary Modern School were re-organized as comprehensive 14 to 18 and 11 to 14 in 1973. The two schools have been amalgamated from September, 1976. Applicants for this post as advertised for September will be sent details without further application.

SCALES 3 AND ABOVE

THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
(Roll 820)
Required for September or January in this six-form entry developing comprehensive Upper School (age range 13 to 19), an ENGLISH specialist:
Either an experienced and successful teacher as Second in Department (Scale 3); the individual would be expected to make a positive contribution to all areas of the Department. An interest in Language Development, Library and Magazine work would be useful, but not essential; or a lively and sympathetic teacher (Scale 1) to join a successful Department. Application by letter (no forms) giving full curriculum vitae and naming two educational referees should be sent by June 21st.

SCALES 1 AND 2

BICESTER SCHOOL
Queens Avenue, Bicester, Oxon
(Roll 1,650 mixed)
Required for September, a teacher of ENGLISH and DRAMA to join young active department with a strong emphasis on teamwork. Teaching in mixed ability groups at all levels below the Sixth Form. Special syllabuses have been developed for GCE as well as CSE. Film and television are used extensively.

Drama is taught throughout the school including CSE and CSE. The school has its own Film/Lecture Theatre, television studio and drama room. The successful candidate will be required to make a positive contribution to all aspects of English teaching including 'A' level and to drama which is in an important stage of development; but candidates without specific drama qualifications will be considered.

Apply immediately by letter including full curriculum vitae and names and addresses of two referees. Closing date for applications, 21st June, 1976.

BURFORD SCHOOL

Chalfont Road, Burford, Oxford OX8 4PL
(Roll 1,200)
Required for September at this comprehensive mixed school of 1,200 pupils, a teacher of BOYS' PHYSICAL EDUCATION and GAMES with approximately one-third timetable for GEOGRAPHY throughout the main school. (Scale 1)

The school has excellent outdoor games facilities and three well equipped Geography rooms.
Please apply by letter (no forms) as soon as possible, quoting one referee.

ST BIRINUS' SCHOOL

Merland Road, Didcot, Oxon
(Roll 810)
This is an 11 to 18 County School for boys taking in its fourth comprehensive intake in September and situated 12 miles from Oxford near pleasant countryside.

(1) Teacher for TECHNICAL SUBJECTS, to join a strong department which is developing interesting project work in a wide field. Metalwork with Technical Drawing preferred, although Woodwork Specialist could be accommodated.

(2) Teacher for DRAMA. Applicants should be either specialists in Drama or should offer Drama with a subsidiary subject, preferably Geography, where our syllabus is based upon the Oxford Geography Project. Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible.

DIDCOT GIRLS' SCHOOL

Sherwood Road, Didcot, Oxon OX11 0DA
(Roll 1,180 (11 to 18); Group 11)
Required for September, a teacher to join three other full-time members of a very active and flourishing PHYSICAL EDUCATION Department. A special interest in Olympic Gymnastics would be an advantage, as a thriving Olympic Gymnastics Club is already well established. The main activities are Hockey, Netball, Swimming, Tennis and Athletics, together with an optional list which includes Badminton, Volleyball, Riding, Golf and Squash in the Senior School.

Letters of application, accompanied by names of two referees together with two testimonials to the Associate Head Teacher. Stamped addressed envelope, please.

WATTLING COUNTY PRIMARY SCHOOL

Gorwell, Watlington, Oxon
(Roll 280)
Required for September, an experienced teacher for INFANTS. A willingness to offer assistance with mounting school displays and country dancing would be an advantage.

WHEATLEY PRIMARY SCHOOL

Wheatley, Oxford
(Roll 473)
Teacher required to make up team of two in an open-plan infants' classroom. Ability to take MUSIC in the infants' department an advantage. Scale 2 for suitable applicant.

SCALES 3 AND ABOVE

IVANHOE MIDDLE SCHOOL
Temporary Head, Blackbird Leys, Oxford
Required for the Autumn Term only. Applicants should have a wide range of or/and skills and be able to relate these to integrated studies.
Further particulars and application forms, telephone.

SCALES 1 AND 2

DONNINGTON MIDDLE SCHOOL
Cottonville Road, Cowley, Oxford
(Roll 438)
A Scale 1 vacancy for a teacher to join a second year team of five. An interest in the HUMANITIES, FRENCH and ENGLISH would be an advantage.

SCALES 3 AND ABOVE

IVANHOE MIDDLE SCHOOL
Temporary Head, Blackbird Leys, Oxford
Required for the Autumn Term only. Applicants should have a wide range of or/and skills and be able to relate these to integrated studies.
Further particulars and application forms, telephone.

GILLOTT'S SCHOOL
Henley-on-Thames, Oxon RG9 1PS
(Roll 1,150-plus; September, 1978)
Application is invited for the following posts for September. This is an 11 to 16 fully comprehensive school based in a wide range of subjects.
(1) A teacher of MATHEMATICS. SMP courses firmly established throughout the school. Willingness to teach Computer Studies to CSE and/or 'O' level an advantage though not essential. Applications for first appointment welcomed or Scale 2 for candidate of sufficient experience.
(2) A teacher of NEEDLECRAFT and any allied Light Craft subject. The teacher would also be responsible for continuing a well-established course in Parentcraft to CSE level. Applications for first appointment welcomed or Scale 2 for suitably experienced candidate.
(3) A teacher to offer FRENCH and ENGLISH. Language laboratory facilities available in specialist accommodation. Lively and soundly-based English Department.

PEERS SCHOOL

Littlemore, Oxford
(Roll 1,100)
This is a well-established comprehensive Upper School. Required for September, a woman teacher of Girls' PHYSICAL EDUCATION, GAMES and SWIMMING. A willingness to help with Family Care or allied subjects would be an additional qualification. Facilities include a gymnasium, new sports hall and swimming pool. The successful applicant would work in a team of four specialists—two women and two men. Applications, full curriculum vitae and the names of two referees, should be sent as soon as possible.

CHENEY SCHOOL

Cheney Lane, Headington, Oxford OX3 7QH
(Roll 950; Coeducational Comprehensive 13 to 18 years)
Required for September:
(1) A teacher to assist in the CHEMISTRY Department. This is a temporary post, preferably for one year, and involves the teaching of the subject to the full age range in this comprehensive school.
(2) CHEMISTRY teacher. The work includes teaching at all levels including CSE, GCE 'O' and 'A' levels. For an applicant interested in Geography some 'O' level work can be available but this is not essential.

SCALES 1 AND 2

BICESTER SCHOOL
Queens Avenue, Bicester, Oxon
(Roll 1,650 mixed)
Required for September, a teacher of ENGLISH and DRAMA to join young active department with a strong emphasis on teamwork. Teaching in mixed ability groups at all levels below the Sixth Form. Special syllabuses have been developed for GCE as well as CSE. Film and television are used extensively.

Drama is taught throughout the school including CSE and CSE. The school has its own Film/Lecture Theatre, television studio and drama room. The successful candidate will be required to make a positive contribution to all aspects of English teaching including 'A' level and to drama which is in an important stage of development; but candidates without specific drama qualifications will be considered.

Apply immediately by letter including full curriculum vitae and names and addresses of two referees. Closing date for applications, 21st June, 1976.

BURFORD SCHOOL

Chalfont Road, Burford, Oxford OX8 4PL
(Roll 1,200)
Required for September at this comprehensive mixed school of 1,200 pupils, a teacher of BOYS' PHYSICAL EDUCATION and GAMES with approximately one-third timetable for GEOGRAPHY throughout the main school. (Scale 1)

ST BIRINUS' SCHOOL

Merland Road, Didcot, Oxon
(Roll 810)
This is an 11 to 18 County School for boys taking in its fourth comprehensive intake in September and situated 12 miles from Oxford near pleasant countryside.

(1) Teacher for TECHNICAL SUBJECTS, to join a strong department which is developing interesting project work in a wide field. Metalwork with Technical Drawing preferred, although Woodwork Specialist could be accommodated.

(2) Teacher for DRAMA. Applicants should be either specialists in Drama or should offer Drama with a subsidiary subject, preferably Geography, where our syllabus is based upon the Oxford Geography Project. Letters of application with curriculum vitae and the names of two referees should be sent as soon as possible.

DIDCOT GIRLS' SCHOOL

Sherwood Road, Didcot, Oxon OX11 0DA
(Roll 1,180 (11 to 18); Group 11)
Required for September, a teacher to join three other full-time members of a very active and flourishing PHYSICAL EDUCATION Department. A special interest in Olympic Gymnastics would be an advantage, as a thriving Olympic Gymnastics Club is already well established. The main activities are Hockey, Netball, Swimming, Tennis and Athletics, together with an optional list which includes Badminton, Volleyball, Riding, Golf and Squash in the Senior School.

Letters of application, accompanied by names of two referees together with two testimonials to the Associate Head Teacher. Stamped addressed envelope, please.

WATTLING COUNTY PRIMARY SCHOOL

Gorwell, Watlington, Oxon
(Roll 280)
Required for September, an experienced teacher for INFANTS. A willingness to offer assistance with mounting school displays and country dancing would be an advantage.

WHEATLEY PRIMARY SCHOOL

Wheatley, Oxford
(Roll 473)
Teacher required to make up team of two in an open-plan infants' classroom. Ability to take MUSIC in the infants' department an advantage. Scale 2 for suitable applicant.

SCALES 3 AND ABOVE

IVANHOE MIDDLE SCHOOL
Temporary Head, Blackbird Leys, Oxford
Required for the Autumn Term only. Applicants should have a wide range of or/and skills and be able to relate these to integrated studies.
Further particulars and application forms, telephone.

SCALES 1 AND 2

DONNINGTON MIDDLE SCHOOL
Cottonville Road, Cowley, Oxford
(Roll 438)
A Scale 1 vacancy for a teacher to join a second year team of five. An interest in the HUMANITIES, FRENCH and ENGLISH would be an advantage.

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Further particulars and application forms, telephone.

Secondary

HEADS AND DEPUTY HEADS

CALDECOTT FIRST SCHOOL
Caldecott Gardens, Abingdon
(Roll 225; Group 4)
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this First School. The post becomes vacant on 1st September, 1978, owing to the retirement of the present Head Teacher. Although the number on roll is now 225 this number will reduce when a new school opens nearby in Spring, 1977.

WATCHFIELD COUNTY PRIMARY SCHOOL

Watchfield, near Swindon
(Roll 120 to 140; Group 3)
Applications are invited from suitably qualified and experienced candidates for the HEADSHIP of this Primary School. The post becomes vacant on 1st September, 1978, owing to the retirement of the present Head Teacher. Watchfield is on the western edge of Oxfordshire, near Swindon.

NEW HINKSEY CHURCH OF ENGLAND FIRST SCHOOL

Vicars Lane, Hinksey, Oxford OX1 4RQ
(Group 2; age range 5 to 8-plus)
Applications are invited from suitably qualified and experienced teachers for the HEADSHIP of the above school, which will be vacant as from 1st January, 1977. Application forms and further particulars are available (stamped addressed envelope) from the Chief Education Officer, Education Department, Maclefield House, Oxford OX1 1NA, returnable within two weeks of the appearance of this advertisement.

WEST OXFORD PRIMARY SCHOOL

Ferry Hinksey Road, Oxford OX2 0BY
(Roll 138)
Re-advertisement.
Required for September or January, experienced infant teacher for the DEPUTY HEADSHIP of this Group 3 First School designate. Ability to teach music an advantage.
Closing date for application, 18th June.

SCALES 1 AND 2

BAMPTON PRIMARY SCHOOL
Bowling Green Close, Bampton, Oxfordshire
(Roll 220)
Required for September, a teacher of INFANTS (five to seven) to work in a modern two-teacher cooperative situation.
Please apply by letter (no forms) giving full details including DES number. Names of two referees required.

BODICOTE GRANGE COUNTY PRIMARY SCHOOL

Avoncle Way, Banbury
Required for this new school opening in September, a teacher to take MUSIC in this seven-class Primary School. A suitably experienced teacher could be considered for a Scale 2 post, but applications are also invited from other teachers. Completed application forms should be forwarded to Mr. Nicholas Head Teacher, 1 Chiffert Rise, Ashby-de-la-Zouch, Leics.

NORTH LEIGH C.E. CONTROLLED PRIMARY SCHOOL

Park Road, North Leigh, Near Witney, Oxon
Required for September, teacher (Scale 2) for LOWER JUNIORS with responsibility for coordination of reading and library.

DR. RADCLIFFE'S SCHOOL

Steeple Aston, Oxford
(Roll 200)
INFANTS' TEACHER required for September. Family grouped class, working cooperatively with another parallel class.

STOCKHAM SCHOOL

Stockham Way, Wantage
Required for January, 1977, or earlier if possible, teacher for a vertically grouped set of five to seven, year olds to work alongside two parallel groups in a purpose built area.

WATTLING COUNTY PRIMARY SCHOOL

Gorwell, Watlington, Oxon
(Roll 280)
Required for September, an experienced teacher for INFANTS. A willingness to offer assistance with mounting school displays and country dancing would be an advantage.

WHEATLEY PRIMARY SCHOOL

Wheatley, Oxford
(Roll 473)
Teacher required to make up team of two in an open-plan infants' classroom. Ability to take MUSIC in the infants' department an advantage. Scale 2 for suitable applicant.

SCALES 3 AND ABOVE

IVANHOE MIDDLE SCHOOL
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Further particulars and application forms, telephone.

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Secondary

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Somerset

Applications are invited from suitably qualified and experienced teachers for the following posts. Unless otherwise stated:

(a) Duties to commence September 1976.
(b) Application forms and details (S.A.E. 100/100) from the Heads at the schools.
(c) Closing date 21st June, 1976.
Please quote reference 11/6 on correspondence.

Secondary Deputy Headships

Westfield Comprehensive, Yeovil
(Group 10, 11-16 mixed, 800)
For September 1976 or January 1977 DEPUTY HEAD and SECOND MASTER/MISTRESS. Applicants should be prepared to play a full part in the management and administrative responsibilities as well as accepting major responsibilities for boys' or girls' discipline and welfare. The post of Second Master/Mistress will carry the full status and salary of a Group 10 Deputy Headship. Apply by letter to the Head at the school, with curriculum vitae and names of two referees. Further details (S.A.E.) Closing date: 28th June 1976.

Secondary

Frome College, Frome
(13-18 comprehensive, 1,200, 170 in Sixth, and F.E. College combined, on separate sites)
MATHEMATICS, Scale 1, or 2 for suitably experienced applicants. The post will offer within the context of a strong and lively department the opportunity to teach at all levels of ability up to and including Sixth, S.M.P. courses established up to "A" level. An interest in either Computer Studies or teaching of the less able an advantage.
HOME ECONOMICS, Scale 1, up to "O" and "A" level. The post offers the opportunity to teach across the whole range of ability and age. An interest in child welfare will be an advantage. It is hoped to recruit an enthusiastic young teacher to complete a strong and developing department.
Teacher to assist with ENGLISH and REMEDIAL EDUCATION. A Scale 2 post is available for a suitable candidate but applications from newly qualified teachers will be welcomed.
Applications, by letter, in the first instance to the Principal, giving full details and names of two referees as soon as possible. Further details (S.A.E.).

The Blue School, Wells
(11-18 mixed comprehensive, 1,300, 170 in Sixth)
Well qualified teacher of GEOGRAPHY, Scale 1, to teach up to "A" level. Background in Human and Economic specialisms an importance. Second subject preferably History. Applications by letter to the Head at the school giving curriculum vitae and names of two referees. Closing date 28th June.

Buckler's Mead Comprehensive, Yeovil
(11-18 mixed, 1,200)
Teacher, Scale 1, for FRENCH and GEOGRAPHY. DEPARTMENT. Applications by letter to the Head at the school, as soon as possible, giving curriculum vitae and names of two referees.

Haygrove Comprehensive, Bridgwater
(11-18 mixed, 1,155)
Teacher, Scale 1, for FRENCH and GEOGRAPHY. School formed in 1973 by the amalgamation of two grammar and one secondary school. Application forms and details (S.A.E.) from the Head at the school. Closing date 28th June.

Crispin Comprehensive, Street
(11-18 mixed, 1,130)
Teacher, Scale 1, for NEEDLEWORK, ability to teach some Home Economics essential. Closing date 21st June.
Specialist teacher of ENGLISH, Scale 2 available for experienced candidate, but newly qualified teachers are invited to apply. Closing date 28th June.
Applications by letter to the Head at the school, with curriculum vitae and names of two referees.

Kingsmead Comprehensive, Wiveliscombe, Near Taunton
(11-18 mixed, 504)
Teacher, Scale 1, for DOMESTIC SCIENCE. Applications by letter to the Head at the school with curriculum vitae and names of two referees by 28th June.

Chilton Trinity Comprehensive, Bridgwater
(11-18 mixed, 1,030)
For September 1976 or January 1977 Deputy Head of B.Y.S.T., Scale 2. To be in charge of the School Library.
Application form and details (S.A.E.) from the Head at the school. Closing date 28th June.

Huish Episcopi Comprehensive, Langport
(11-18 mixed, 1,000)
For September 1976, teacher, Scale 1, for ENGLISH and HISTORY to join the Humanities Department to work with second and third year pupils.
Application by letter to the Head at the school, with details of qualifications, experience/training and names of two referees.

Stanchester Comprehensive, Stoke-sub-Hamdon, Near Yeovil
(11-18 mixed, 715)
Teacher, Scale 1, for GIRLS' P.E. and GAMES. Suitable for first appointment.
Applications by letter, as soon as possible, to the Head at the school, with full qualification details and names of two referees.

Castle Secondary, Taunton
(11-18 mixed, 720)
Proposals for development as 11-16 comprehensive under consideration. Well qualified teacher of MATHEMATICS, Scale 1, to teach to G.C.E. and eventually G.C.E. level. A willingness to take part in extra-curricular activities will be welcomed as will the ability to teach a limited amount of junior science. Closing date 18th June 1976.

West Monkton Secondary, Near Taunton
(11-16 mixed, Situated two miles from the centre of Taunton. Proposals for re-organisation as a 5 F.E. 11-18 comprehensive under consideration.)
Teacher, Scale 1, for BIOLOGY with some Mathematics. Teacher for MUSIC, Scale 1 or 2 for suitably experienced candidate.

Special Schools

Penrose School, Bridgwater (E.S.N. (S))
Assistant, Scale 2, for suitably qualified and experienced candidate. To work with a group of junior E.S.N.(S) children. Closing date 28th June.

Fairmead School, Yeovil (E.S.N.(M))
Teacher, Scale 1, able to take Boys' Physical Education at this school for slow learning children.
Applications from newly-qualified teachers will be favourably considered.
Applications, by letter, in the first instance, to the Head at the school. Closing date 28th June.

Primary Headships

St. Michael's V.C. First, Minehead
(E.S.N. (S))
Previous applicants will be reconsidered on request. Duties to commence January 1977.
Application form and details (S.A.E.) from: Staffing (T) Section, Education Department, County Hall, Taunton.

Primary Deputy Headships

St. James' V.A. Primary, Taunton
(155)
Enthusiastic, experienced teacher to take responsibility for the younger children. Musical ability an advantage. Plans for re-organisation are under active negotiation. Full details together with application form from the Head at the school.

East Coker County Primary, Near Yeovil
(Group 5)
For January 1977, DEPUTY HEAD. 260 on roll.
Bruton County Primary, Bruton (Group 4)
For September 1976 or January 1977, DEPUTY HEAD. Closing date 28th June.

Primary

Cossington County Primary, Near Bridgwater
(93)
For January 1977, teacher, Scale 1, for infants. Closing date 28th June.

Ashcott County Primary, Near Bridgwater
(151)
Teacher, Scale 1, for Middle Juniors, Music an advantage. Please state special interests. Closing date 28th June.

Sydenham County Infants, Bridgwater
(200)
Teacher, Scale 1, Infant experience preferred but full appointments will be considered. Temporary post for one year.

Milford County Junior, Yeovil
(458)
Teacher, Scale 1, Girls' Games and swimming an advantage.

Original County Infants, Taunton
(84)
Teacher, Scale 1, for second year infants. Temporary post. Experience with Breakthrough to Literacy and ability to take music throughout the school an advantage.

Marlock V.A. Primary, Marlock
(344)
Infant teacher, Scale 1, pianist desirable.

Parrot County Junior, Yeovil
(470)
Teacher, Scale 1, state special interests and abilities. Temporary post.

Flarn County Infants, Bridgwater
(210)
Teacher, Scale 1, for infants. (Reception at present.) Able to co-operate fully with other reception teacher. Please state special interests.

Furnham County Junior, Chard
(436)
Teacher, Scale 1, for lower juniors. Educational dance and drama an advantage.

Manor Court County, Chard
(504) Becoming a combined First/Middle School, 5-12, in September 1977.
Assistant Infant teacher, Scale 1. Music/Drama would be an advantage.

Experienced teacher, Scale 1, to co-ordinate Music throughout the school, Scale 2 for suitable candidate. Closing date 28th June.

SECONDARY Technical Studies continued

OLDHAM
(11-18 mixed, 1,200)
Proposals for development as 11-16 comprehensive under consideration. Well qualified teacher of MATHEMATICS, Scale 1, to teach to G.C.E. and eventually G.C.E. level. A willingness to take part in extra-curricular activities will be welcomed as will the ability to teach a limited amount of junior science. Closing date 18th June 1976.

West Monkton Secondary, Near Taunton
(11-16 mixed, Situated two miles from the centre of Taunton. Proposals for re-organisation as a 5 F.E. 11-18 comprehensive under consideration.)
Teacher, Scale 1, for BIOLOGY with some Mathematics. Teacher for MUSIC, Scale 1 or 2 for suitably experienced candidate.

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Teacher, Scale 1, able to take Boys' Physical Education at this school for slow learning children.
Applications from newly-qualified teachers will be favourably considered.
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Manor Court County, Chard
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Assistant Infant teacher, Scale 1. Music/Drama would be an advantage.

Experienced teacher, Scale 1, to co-ordinate Music throughout the school, Scale 2 for suitable candidate. Closing date 28th June.

Applications are welcome from

Teacher of boys technical subjects

who are seeking their first appointment in September, 1976.

Please apply to the Director of Education, Belmont House, Market Square, Uxbridge, Middlesex

London Allowance payable.

75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

SECONDARY Technical Studies continued

OLDHAM
(11-18 mixed, 1,200)
Proposals for development as 11-16 comprehensive under consideration. Well qualified teacher of MATHEMATICS, Scale 1, to teach to G.C.E. and eventually G.C.E. level. A willingness to take part in extra-curricular activities will be welcomed as will the ability to teach a limited amount of junior science. Closing date 18th June 1976.

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Teacher, Scale 1, for BIOLOGY with some Mathematics. Teacher for MUSIC, Scale 1 or 2 for suitably experienced candidate.

Castle Secondary, Taunton
(11-18 mixed, 720)
Proposals for development as 11-16 comprehensive under consideration. Well qualified teacher of MATHEMATICS, Scale 1, to teach to G.C.E. and eventually G.C.E. level. A willingness to take part in extra-curricular activities will be welcomed as will the ability to teach a limited amount of junior science. Closing date 18th June 1976.

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Fairmead School, Yeovil (E.S.N.(M))
Teacher, Scale 1, able to take Boys' Physical Education at this school for slow learning children.
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St. Michael's V.C. First, Minehead
(E.S.N. (S))
Previous applicants will be reconsidered on request. Duties to commence January 1977.
Application form and details (S.A.E.) from: Staffing (T) Section, Education Department, County Hall, Taunton.

St. James' V.A. Primary, Taunton
(155)
Enthusiastic, experienced teacher to take responsibility for the younger children. Musical ability an advantage. Plans for re-organisation are under active negotiation. Full details together with application form from the Head at the school.

East Coker County Primary, Near Yeovil
(Group 5)
For January 1977, DEPUTY HEAD. 260 on roll.
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For September 1976 or January 1977, DEPUTY HEAD. Closing date 28th June.

Cossington County Primary, Near Bridgwater
(93)
For January 1977, teacher, Scale 1, for infants. Closing date 28th June.

Ashcott County Primary, Near Bridgwater
(151)
Teacher, Scale 1, for Middle Juniors, Music an advantage. Please state special interests. Closing date 28th June.

Sydenham County Infants, Bridgwater
(200)
Teacher, Scale 1, Infant experience preferred but full appointments will be considered. Temporary post for one year.

Milford County Junior, Yeovil
(458)
Teacher, Scale 1, Girls' Games and swimming an advantage.

Original County Infants, Taunton
(84)
Teacher, Scale 1, for second year infants. Temporary post. Experience with Breakthrough to Literacy and ability to take music throughout the school an advantage.

Marlock V.A. Primary, Marlock
(344)
Infant teacher, Scale 1, pianist desirable.

Parrot County Junior, Yeovil
(470)
Teacher, Scale 1, state special interests and abilities. Temporary post.

Flarn County Infants, Bridgwater
(210)
Teacher, Scale 1, for infants. (Reception at present.) Able to co-operate fully with other reception teacher. Please state special interests.

Furnham County Junior, Chard
(436)
Teacher, Scale 1, for lower juniors. Educational dance and drama an advantage.

Manor Court County, Chard
(504) Becoming a combined First/Middle School, 5-12, in September 1977.
Assistant Infant teacher, Scale 1. Music/Drama would be an advantage.

Experienced teacher, Scale 1, to co-ordinate Music throughout the school, Scale 2 for suitable candidate. Closing date 28th June.

Applications are welcome from

Teacher of boys technical subjects

who are seeking their first appointment in September, 1976.

Please apply to the Director of Education, Belmont House, Market Square, Uxbridge, Middlesex

London Allowance payable.

75% removal expenses in appropriate cases and some assistance with temporary accommodation may be possible.

SECONDARY Technical Studies continued

OLDHAM
(11-18 mixed, 1,200)
Proposals for development as 11-16 comprehensive under consideration. Well qualified teacher of MATHEMATICS, Scale 1, to teach to G.C.E. and eventually G.C.E. level. A willingness to take part in extra-curricular activities will be welcomed as will the ability to teach a limited amount of junior science. Closing date 18th June 1976.

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Applications are welcome from

Teacher of

CITY OF MANCHESTER EDUCATION COMMITTEE
ST. JOHN'S COLLEGE OF FURTHER
EDUCATION

DEPARTMENT OF MANAGEMENT,
TRANSPORT AND DISTRIBUTION

Lecturer I

to teach Economics, Statistics and Business Organisation to Intermediate and Final level professional and other certificate and diploma students. Ability to assist with Geography and aspects of Travel and Tourism an advantage. Graduate and/or professional qualifications essential.

Salary £2,781-£4,689

Details and forms of application from the Principal (Ref. FES1), St. John's College of F.E., Lower Hardman Street, Manchester M3 3FP, Tel. 061-834 6058 (a.s.e. required) to whom they should be returned not later than 21st June, 1976.

COUNTY OF NORTH YORKSHIRE

Scarborough Technical College

Applications are invited for the following posts available from 1st September, 1976.

Department of Arts and Adult Studies

Lecturer Grade 1 to teach a combination of subjects in two and/or three dimensional design. Ability to assist in teaching complementary studies would be an advantage.

Department of Catering and Health

Lecturer Grade 1, Health tutor for N.N.E.B. courses to teach child care and health subjects. Candidates with health visiting and/or health education experience preferred.

Lecturer Grade 1 to teach health education and first aid to students in vocational courses.

Salary scale: £2,781-£4,689.
Further information and application forms from: The Principal, Scarborough Technical College, Lady Edith's Drive, Scarborough.

South Cheshire College

Senior Lecturer
Lecturer I or II
Lecturer I or II
Lecturer I or II
Lecturer I
Engineering
Earth Sciences
Social Sciences
History
Mathematics
Art

Salary:
S.L. £5031-£5955
L.II £3279-£5493
L.I £2469-£4377

THE COLLEGE
Dane Bank Ave,
Crewe CW2 8AB
Telephone 69133

ESSEX COUNTY COUNCIL

BASILDON COLLEGE OF FURTHER
EDUCATION

Basildon

Required for September, 1976 (or January, 1977):

DEPARTMENT OF GENERAL EDUCATION

LECTURER GRADE I IN MATHEMATICS

Graduate to teach to 'O' and 'A' levels.

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN LAW

Graduate or equivalent professional qualifications to teach levels from C.O.S. to B.A. Honours.

LECTURER GRADE I or II

IN COMPUTER STUDIES

Candidates should also be able to offer at least one other subject such as Statistics, Accounts, Economics, Law or Secretarial Skills.

For all these posts, teacher training is desirable. Rented accommodation may be available from the Basildon Development Corporation.

BRAINTREE COLLEGE OF FURTHER
EDUCATION

Church Lane, Baintree, CM7 5SN

ART AND DESIGN SECTION

LECTURER I

required from 1st September, or as soon as possible thereafter, to teach CERAMIC THEORY AND PRACTICE together with drawing studies to Foundation and Studio Pottery vocational students. Candidates should possess a B.A. or Dip.A.D. in Ceramics and will be expected to teach a small amount of recreational pottery.

NORTH EAST ESSEX TECHNICAL
COLLEGE AND SCHOOL OF ART

Sheepen Road, Colchester

(Proposed Colchester Institute of Higher Education)

LECTURER I IN WELDING

required from 1st September, or as soon as possible thereafter.

The successful applicant will be expected to teach Welding Practical and Theory to the advanced level of City and Guilds courses No. 185, Welding Craft Practice and No. 215 Welding Craft Studies. Practical experience with M.I.G. and T.I.G. Welding processes is considered important. Previous teaching experience would be an advantage.

LECTURER I

required to teach aspects of STRUCTURES, MATERIALS and SITE SURVEYING at all levels to Certificate, Higher Certificate and Diploma students in T.E.C. Sectors B2 (Building Studies) and B4 (Civil Engineering Studies). Candidates should be qualified Civil/Structural Engineers and have appropriate Industrial/Professional experience.

Salary Scales: Lecturer I £2,781-£4,689
Lecturer II £2,591-£3,805

Assistance may be given towards removal expenses in approved cases.

Application forms, to be returned by 25th June, and further details from the Principal at the College concerned.

PREPARATORY
Other Assistants
continued

LONDON W11
BASILDON COLLEGE OF FURTHER EDUCATION
Basildon, Essex
Telephone: 01-224 4357
Applications are invited for the post of Lecturer in Mathematics to teach to 'O' and 'A' levels. The successful candidate will be expected to teach to 'O' and 'A' levels. The successful candidate will be expected to teach to 'O' and 'A' levels. The successful candidate will be expected to teach to 'O' and 'A' levels.

SUSSEX

ADRIAN COLLEGE

LECTURER GRADE I

IN MATHEMATICS

Graduate to teach to 'O' and 'A' levels.

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN LAW

Graduate or equivalent professional qualifications to teach levels from C.O.S. to B.A. Honours.

LECTURER GRADE I or II

IN COMPUTER STUDIES

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NEWHAM

Other Assistants
continued

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Lecturer II £2,591-£3,805

Assistance may be given towards removal expenses in approved cases.

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South East

London College

Department of Academic Studies

Temporary

Lecturer I in English

(AS.8)

to teach English Language and Literature to 'O' and 'A' level of the G.C.E. The post arises owing to the absence of a member of the full-time staff, and is tenable from 1 September, 1976, to 31 August, 1977.

Salary scales in accordance with the Burnham (Further Education) Report.

Lecturer I: On an incremental scale within the range £2,469 to £4,377 (plus London Allowance, £402 plus £312 supplement; both subject to formal approval). Starting point depending upon qualifications, training and experience.

Assistance may be given towards household removal expenses.

Application forms, returnable within two weeks of the date of this advertisement, and further particulars from the Senior Administrative Officer, 26/32 Oxford St., London W1A 4DY. It is essential to quote the reference number.

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Further information and forms of application, returnable within 14 days from the appearance of this advertisement, from the Senior Administrative Officer, at 100 Curran Road, B21 3AB.

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DEPARTMENT OF EDUCATION

Horsforth Springfield Special School

Resident Assistant Matron

(Ref. No. T.E.S./30)

S.A.I.C. 1 £1,701-£2,277/£2,529 less £372 per annum Resident Charges (Progression beyond £2,277 dependent on responsibilities and duties undertaken)

Required, as soon as possible, at this junior residential school for E.S.N. boys and girls from 7-12 years, pleasantly situated in the country, near to Leeds and Bradford Airport.

Applications with details of experience and qualifications, together with the names and addresses of two referees, to the Headmaster of the School, Scotland Lane, Horsforth, Leeds, LS18 5HT. Telephone: Horsforth 582038. Please quote reference number.



EFL EDITOR

HEINEMANN EDUCATIONAL BOOKS (ASIA) Limited require an EFL Editor for their Hong Kong regional office. The candidate should have a degree in English.

Relevant teaching experience and/or training in EFL is essential. The person appointed will ideally be in his late 20's or early 30's and should be free to take up the appointment at short notice. The appointment will be on the basis of a 3-year contract in the first instance.

The EFL Editor will work under the Managing Director of HEB (Asia) and his duties will include the development and supervision of HEB (Asia)'s EFL publishing programme. He will, however, be expected to be flexible and help with other sectors of HEB (Asia)'s local publishing programme as required. Ability to work on preparation of finished MS copy for the printer is an advantage.

Some travel is envisaged from time to time in Southeast Asia and Japan.

Heinemann Educational Books (Asia) is a fully-owned subsidiary of Heinemann Educational Books International and pension and other benefits will be in line with those available to all members of HEB International. Salary will be by negotiation and commensurate with the level of responsibility for an overseas appointment of this kind, plus free or assisted accommodation. Application should be made giving full details of educational background, EFL experience and present salary to the Overseas Director, Heinemann Educational Books International Ltd., 48 Charles Street, London W1X 8AH.

ENGLISH BY RADIO and TELEVISION

SENIOR EDITORIAL ASSISTANT

(Ref. No. T.E.S./755)

To be responsible to the Head of Department for pedagogic editing, working on course specifications, commissioning and editing authors, editing publications and giving linguistic advice on course content. Occasionally required to represent the Department at English Language Teaching Conferences and Seminars and to take part in broadcasts.

Essential: Good academic qualifications relevant to the teaching of English as a foreign language; wide practical teaching experience; editorial work on ELT publications and/or authorship of textbooks.

Desirable: Experience of broadcasting and a knowledge of one or more foreign languages.

TWO RADIO PRODUCERS

(Ref. No. T.E.S./756)

To produce English-teaching programmes for world-wide audiences at all language levels, and including English for Occupational Purposes. Duties include the commissioning of ideas and the development of series, selecting authors, casting actors, writing and supervising scripting and a wide range of studio production.

Essential: Qualifications in and experience of the teaching of English as a foreign language, experience of broadcasting and/or drama, writing ability and a knowledge of foreign languages. The post requires a genuine 'feel' for teaching and an open mind on methodology plus the creative energy and skill to turn ideas into lively and pedagogically effective programmes.

Salary: £2,341 p.a. (may be higher if qualifications exceptional) x £108 to maximum £5,708 p.a. plus continuing unsolicited allowance of £204 p.a.

All posts based at Kingsway, London. Will or telephone immediately for application form, quoting appropriate reference number to Appointment Department, BBC, London W1A 1AA. Tel. 01-580 4658, ext. 4618.



ADMINISTRATION General continued

LONDON

SCHOOL BUS DRIVER
The newly formed School Buses Unit, which is a new authority, requires a School Bus Driver to be based at the unit's headquarters in the City of London. The successful candidate will be responsible for the day-to-day running of the unit and will be required to travel throughout the City of London. The unit is a new authority and is currently in the process of recruiting staff. The successful candidate will be required to travel throughout the City of London. The unit is a new authority and is currently in the process of recruiting staff. The successful candidate will be required to travel throughout the City of London.

MIDDLESEX REGIONAL EXAMINING BOARD

for the Certificate of Secondary Education

73-65 Wembley Hill Road, Wembley, Middlesex HA9 0HT

Telephone: 01-596 2001

Applications are invited for the post of Secretary to the Board. The successful candidate will be responsible for the day-to-day running of the Board and will be required to travel throughout the Middlesex region. The Board is a new authority and is currently in the process of recruiting staff. The successful candidate will be required to travel throughout the Middlesex region.

Applications should be made to the Secretary to the Board, 73-65 Wembley Hill Road, Wembley, Middlesex HA9 0HT. Telephone: 01-596 2001.

Closing date: 25 June 1976.

For further details and an application form, please contact the Secretary to the Board, 73-65 Wembley Hill Road, Wembley, Middlesex HA9 0HT. Telephone: 01-596 2001.

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NEWCASTLE upon Tyne

EDUCATION COMMITTEE

CHIEF AND FAMILY GUIDANCE SERVICES

Applications are invited for the post of Chief and Family Guidance Services. The successful candidate will be responsible for the day-to-day running of the unit and will be required to travel throughout the Newcastle upon Tyne region. The unit is a new authority and is currently in the process of recruiting staff. The successful candidate will be required to travel throughout the Newcastle upon Tyne region.

Applications should be made to the Secretary to the Board, 73-65 Wembley Hill Road, Wembley, Middlesex HA9 0HT. Telephone: 01-596 2001.

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